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This course in Ga was designed for use by a teacher who is a professional linguist, perhaps with the assistance of a native speaker of Ga. In preparing the course, the authors had in mind that Ga has not yet been accorded the detailed description and analysis that some other Ghanian languages have received. This is especially true in matters of tone and intonation. Their principal aim, accordingly, has been to present a working analysis of the more important features of modern spoken Ga, as well as sufficient additional material for further analysis by users of the course themselves. The first six lessons use a number of drills to lay the basis for familiarity with and control of the sound system. The remaining 59 lessons center around different aspects of structure. All lessons supply material for repetition by the students--conversations and structure drills. Some lessons also contain quizzes to test the student's understanding of the text. Answers to these quizzes are included in the tapes which accompany the course and so may be used by the student to check his answers. For information on obtaining the tapes, write to the authors at Northwestern University, Evanston, Illinois 60201. An appendix contains an outline of the derivation of the plural forms of nouns from the singular. A glossary concludes the text. (Author/DO)

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# AN INTRODUCTORY COURSE IN GA

Jack Berry

and

Nii Amon Kotei

Northwestern University
Evanston, Illinois

March 1969

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE

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Final Report

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The first few lessons use a number of drills to lay the basis for familiarity with and control of the sound system. The remaining lessons center around different aspects of structure. All lessons supply material for repetition by the students--conversations, drills, etc. Some lessons also contain quizzes to test the student's understanding of the text. Answers to these quizzes are included in the tapes which accompany the course and so may be used by the student to check his answers.

J.B.
N.A.K.

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## INTRODUCTION

### GA

Ga is a language of Ghana, native to the Accra district and the coastal strip stretching east from the city and inland for several miles. Ga has fewer native speakers than, say, Twi or Ewe, but knowledge of it as a second or third language is far from negligible and is probably increasing, because of the influence of Accra as the capital of Ghana and one of the chief centres of education.

### GA-ADANGBE

Adangbe, spoken to the east of the Ga area is a language thought to be so closely related to Ga that the two are frequently listed as one language "Ga-Adangbe". The language described in this course is Ga properly so called, as spoken by one native of Labadi, a Ga town.

### ORTHOGRAPHY AND TRANSCRIPTION

The transcription used here departs very little from the accepted orthography, even when a sound is analysed differently (e. g., w̌ as yw rather than wy). However, tone, nasality and vowel length have often been indicated more explicitly than the orthography requires.

### CONSONANTS

1. (i) Voiceless stops are plosives, i. e., aspirated.

   (ii) Prepalatal stops, plain and labialised, are affricates.

   (iii) With the exception t/d, there is no significant difference in place of articulation between voiced and voiceless correlates. t, however, is a denti-alveolar articulation with tongue-tip down, while d is an alveolar articulation with tongue-tip up.

   (iv) Alveolar, Palatal and Velar stops have fronted and retracted allophones depending on the following vowel.

2. Labial velars are of the velaric ingressive and pulmonic egressive type.

3. The following articulations are all made whilst the tongue-tip is down: ny, s, z, ʃ, and the affricates.

4. l and r are allophones of the same phoneme; only l occurs in word-initial position.

# TABLE I: The Symbols Used

## CONSONANTS

| TYPES | POSITIONS | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Voiceless | Voiced | Voiceless | Voiced | Voiceless | Voiced | Voiceless | Voiced | Voiceless | Voiced |
| STOPS<br>(plain)<br>(Labialised) | **Bilabial**<br>p | b | **Alveolar**<br>t | d | **Pre-Palatal**<br>ts<br>tsw | dz<br>dzw | **Velar**<br>k<br>kw | g<br>gw | **Labial Velar**<br>kp | gb |
| NASALS<br>(plain)<br>(Labialised) | | m | | n | **Palatal** | ny | | η<br>$\eta^w$ | | ηm |
| FRICATIVES<br>(plain)<br>(Labialised) | **Labio-dental**<br>f | v | s | z | **Pre-Palatal**<br>ʃ<br>ʃw | | | | | |
| LATERAL | | | | l, r | | | | | | |
| APPROXIMANTS<br>(plain)<br>(Labialised) | | | | | **Palatal** | y<br>yw (w̌) | **Labial Velar** | w | **Glottal**<br>h<br>hw | |

## TONES

High: /

Mid: |

Low: \

## VOWELS

| | Front Spread | | Neutral | | Back Rounded | |
|---|---|---|---|---|---|---|
| | Oral | Nasal | Oral | Nasal | Oral | Nasal |
| CLOSE | i | ĩ | | | u | ũ |
| HALF-CLOSE | e | | | | o | |
| HALF-OPEN | ϵ | ϵ̃ | | | ɔ | ɔ̃ |
| OPEN | | | a | ã | | |

## VOWELS

1. In relation to the Cardinal Vowels, the phonetic values of the Ga oral vowels may be charted on the Vowel Diagram as follows:

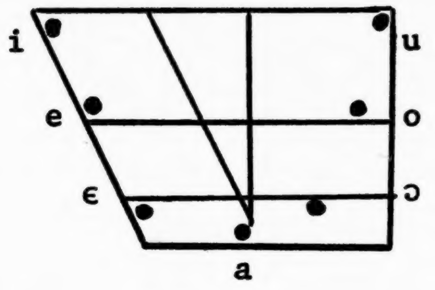

TABLE II: Diagram of the Ga Oral Vowels

2. ĩ, ã, ũ, are the nasal counterparts of i, a, u, respectively. ɛ̃ is midway between e and ɛ, but is comparatively retracted. ɔ̃ is midway between o and ɔ, and is comparatively fronted.

3. All the above are pure vowels. What may sometimes be heard as phonetic diphthongs and triphthongs are treated in this course as successions of pure vowels:

| | | | |
|---|---|---|---|
| faí. | 'hat' | háu. | 'girdle' |

4. Similarly, all the above vowels are uniformly short. In this course, what may be heard as phonetically longer vowels are treated as successions of like vowels:

bú. 'hole' is a monosyllabic word

ba. 'to come' is a monosyllabic word

búu. 'mosquito net' is a disyllabic word

baa. 'coming' is a disyllabic word

baáà. 'crocodile' is a trisyllabic word

## TONE

Tone is a property of the syllable and, depending on the type of syllable, is marked on the vowel or on the syllabic consonant (mostly nasals). An initial high tone in a sentence is marked; unmarked sentence initial tones are low. Other unmarked syllables have the same pitch as the last marked syllable preceding them; this principle carries across word boundaries. Thus the tones of

(i) /nyɛ̃ yiwala dɔ̃́ŋŋ/ are low-low-low-low-high-high-high.

(ii) /ʃíkɔ̀ʃíkɔ̀/ are high-low-high-low.

(iii) /óbi gbekɛ̃̍ lɛ̀ ba bíɛ̀ nyɛ̃ gbɛ́kɛ̀/ are high-high-high-mid-low-low-high-low-low-high-low.

Notice that this scheme admits of more than one level of Mid between High and Low:

(iv) /mã́dzù̍ gbeˈɛ́ii̍ lɛ̀ ahe/ are high-mid-same-mid-same-mid-low-low-low.

Ga makes use of 3 level tones: High /´/, Mid /ˈ/, Low /`/.

A High tone implies higher pitch, and therefore usually sounds more prominent in a sequence than a Low tone. The Low tone has two allophones: a low tone in pause is accompanied by glottal constriction.

A Mid tone is always a very slight drop in pitch (about a semi-tone) from a preceding higher pitch, and is never glottalised. The 'preceding higher pitch' is either a High tone or another Mid tone: a Mid tone never occurs after a Low tone and is never initial in a sentence or isolated word. A Mid tone is therefore like a High tone that has slipped a semitone in pitch below the immediately preceding High.

The symbol ↘ represents a glide to Low tone which must occur after any High tone syllable that immediately precedes certain words in the utterance.

These possibilities are all summarised in the following diagram.

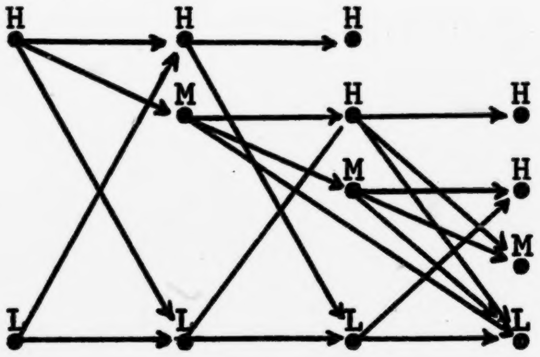

TABLE III: Tone Diagram 1: Terracing

Notice the downward 'terracing' of the top pitches of the sentence if a lower pitch intervenes.

The sequence <u>High-High</u> (level high pitch) seems to present the most difficulty for speakers of stress-using languages, who tend to reduce force after one strong (High) syllable.

The sequence <u>Low-Low</u> (level low pitch) presents a similar difficulty. Successive Low tones apparently drop slightly in actual pitch and usually it is only the last of them that has the tell-tale glottalisation of the Low tone. Even if the foreign ear gets an impression of a slight fall, no conscious attempt should be made to reproduce it since such an attempt may be heard by a Ga speaker as an actual fall (High-Low or Mid-Low).

In this course, what may be heard as phonetically rising or falling pitches are regarded as composites of the three level tones. Since there can be a rise in utterance pitch only after a Low tone, and any rise is interpreted as Low-High, the actual phonetic range of rise that constitutes a Low-High sequence can be very small. Such narrow ranges are standard in spoken Ga in the earlier parts of the utterance, for example initially. But they are even more important because they are characteristic of the Casual Style, the style of 'normal' everyday speech and conversation, particularly Statement sentences. They contrast sharply with the corresponding ranges in the Emphatic Style, particularly Question sentences, where the pitch intervals between High and Low tones can be considerable.

An important modification to the tonal diagram above is necessary. The utterance is not terraced out of hearing in a collapsing of High with Low tone. Pitches remain level only when tones succeed themselves (M-H in the case of Mid). A subsequent High tone can be lower in pitch than a previous one when a Low or a Mid have intervened, and a subsequent Low tone can be lower in pitch than a previous one when a High or a High-Mid glide has intervened. The pitch pattern of the whole utterance is thus more like a downward drift from beginning to end:

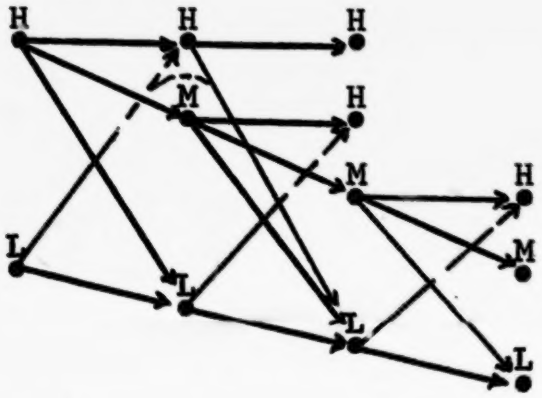

TABLE IV: Tone Diagram 2: Downdrift

(The broken lines indicate the area of possible occurrence of H after L.)

Finally, it should be remembered that although every syllable in every utterance has a tone, the same syllable does not necessarily have the same tone in every utterance. The tone can be different depending upon the grammatical context.

# LESSON ONE

Listen. Identify. Repeat.

Drill 1: High and Low Tones; Simple Consonants and Vowels. Remember, unmarked syllables have Low tone, if not preceded by other syllables.

| | | | | | |
|---|---|---|---|---|---|
| 1. | wɔ́. | 'tomorrow' | 4. | la. | 'fire' |
| 2. | wɔ. | 'we' | 5. | wú. | 'bone' |
| 3. | lá. | 'blood' | 6. | wu. | 'husband' |

Drill 2: Pay particular attention also to the vowels /ɔ/, /ɛ/, /e/, and vowel length (these words are all monosyllabic and have single vowel length).

| | | | | | |
|---|---|---|---|---|---|
| 1. | tsɛ. | 'father' | 7. | bí. | 'child' |
| 2. | tso. | 'tree' | 8. | bú. | 'hole' |
| 3. | tsi. | 'sceptre' | 9. | hé. | 'place' |
| 4. | hɛ. | 'waist' | 10. | tɛ́. | 'stone' |
| 5. | tɔ. | 'bottle' | 11. | kú. | 'group' |
| 6. | bo. | 'you' (sg.) | 12. | sú. | 'type' |

Drill 3: High Tones.

| | | | | | |
|---|---|---|---|---|---|
| 1. | bí. | 'Ask!' | 4. | bú. | 'Wear it!' |
| 2. | bá. | 'Come!' | 5. | lá. | 'Sing!' |
| 3. | wɔ́. | 'Sleep!' | 6. | fó. | 'Weep!' |

Drill 4: High, Mid and Low Tones. Pay attention to the range of pitch within the sequences High-Mid, Low-High. Remember that there are no sequences Low-Mid, Mid-High; what you may hear as these intervals will be marked as Low-High in the text.

| | | | | | |
|---|---|---|---|---|---|
| 1. | papá. | 'father' | 4. | sísà. | 'ghost' |
| 2. | papa. | 'fan' | 5. | wolo. | 'book' |
| 3. | ʃítɔ. | 'pepper' | 6. | dadé. | 'iron' |

| | | | |
|---|---|---|---|
| 7. gówá̍. | 'guava' | 9. ʃíkɔ̀ʃíkɔ̀. | 'hiccough' |
| 8. lálá̍. | 'song' | 10. ówɔ̀ló lɛ́̍. | 'your book' |

Drill 5: Tones in short sentences.

| | | | |
|---|---|---|---|
| 1. ele lɛ. | 'he knows him' | 6. wɔ́bi̍ lɛ̀. | 'we have asked him' |
| 2. elé lɛ̀. | 'he does-not-know him' | 7. wɔ́bi lɛ̀. | 'let us ask him' |
| 3. élè lɛ. | 'he has come to know him' | 8. wɔ́kabi lɛ̀. | 'let us not ask him' |
| 4. wɔbí lɛ́̍. | 'our child' | 9. ebí lɛ̀ da. | 'her child is big' |
| 5. wɔbí lɛ̀. | 'we asked him' | 10. ebí lɛ́̍ edà. | 'her child has grown big' |

## LESSON TWO

Listen. Identify. Repeat.

Drill 6: Simple Consonants and Vowels.

| | | | |
|---|---|---|---|
| 1. dadé. | 'iron' | 6. tita. | 'gums' |
| 2. fufɔ́. | 'milk', 'breast' | 7. hela. | 'illness' |
| 3. kotokú. | 'pocket' | 8. tokotá. | 'sandal' |
| 4. adékà. | 'box' | 9. lɔ́lè. | 'lorry' |
| 5. tsítsì. | 'chest' | 10. welé. | 'hide' |

Drill 7: Simple Consonants and Vowels.

| | | | |
|---|---|---|---|
| 1. wolo. | 'book' | 6. wala. | 'life' |
| 2. wɔlɔ. | 'egg' | 7. éwùlu. | 'a big thing' |
| 3. yɛlɛ. | 'yam' | 8. tsɛ | 'father' |
| 4. abɛ́. | 'proverb' | 9. abɛkú. | 'left' |
| 5. oʃíkì. | 'chance'; 'dice' | 10. okɛsé | 'fashion' |

Drill 8: Labial Velar Consonants: /kp/, /gb/. (For description of their pronunciation, see under 'Consonants' in the Introduction.)

| | | | |
|---|---|---|---|
| 1. akpakpá. | 'pawpaw' | 4. kpó. | '12-yd. bale of cloth' |
| 2. ékpakpa. | 'a good thing' | 5. kpo. | 'court-yard' |
| 3. akpakpá kpakpa. | 'a good pawpaw' | 6. kpɔ́. | 'knot' |

| | | | |
|---|---|---|---|
| 7. agbó. | 'gate' | 11. gbɛ̀. | 'road' |
| 8. agbo. | 'big' | 12. gbɛ́kɛ̀. | 'evening' |
| 9. agbó àgbo. | 'big gate' | 13. gbogbo. | 'wall' |
| 10. gbɛ́. | 'water-pot' | 14. gbɔ. | 'guest' |

Drill 9: Long and Short Vowels.

| | | | |
|---|---|---|---|
| 1. bú. | 'hole' | 6. kaáà. | 'crab' |
| 2. búu. | 'mosquito-net' | 7. waáà. | 'snail' |
| 3. baa. | 'leaf' | 8. bí. | 'child' |
| 4. káà. | 'car' | 9. bíì. | 'children' |
| 5. baáà. | 'crocodile' | 10. dáà. | 'mouth' |

(Numbers 5, 6 and 7 are written in the official orthography with two vowels only: viz, baa, kaa, waa.)

Drill 10: Long and Short Vowels.

| | | | |
|---|---|---|---|
| 1. gɔ́ɔ̀. | 'cemetery' | 5. too. | 'sheep'; 'goat' |
| 2. yáà. | 'fishing-net' | 6. Hɔɔ. | 'Saturday' |
| 3. loo. | 'fish'; 'meat' | 7. yɔɔ. | 'beans' |
| 4. yoo. | 'woman' | 8. gbeé. | 'dog' |

Drill 11: Long and short vowels in sentences.

| | | | |
|---|---|---|---|
| 1. eba. | 'he came.' | 6. ebáaˋ. | 'he did not come.' |
| 2. eeba. | 'he is coming.' | 7. wɔbí lɛ̀. | 'we asked him.' |
| 3. ebaa. | 'he comes.' | 8. wɔ bíì lɛ̀. | 'we didn't ask him.' |
| 4. eébà. | 'he may come.' | 9. etɔ́kè pii. | 'she muttered a lot.' |
| 5. ébà. | 'he has come.' | 10. etɔ́kèe pìi. | 'she didn't mutter much.' |

(These examples show why it is important not to drawl in Ga.)

## LESSON THREE

Listen. Identify. Repeat.

Drill 12: Oral and Nasal Vowels.

| | | | |
|---|---|---|---|
| 1. ga. | 'ring' | 2. gã. | 'Ga' |

| | | | |
|---|---|---|---|
| 3. gbɛ́. | 'water-pot' | 7. ekɔ́. | 'he took it.' |
| 4. gbɛ̃́. | 'face-mark' | 8. ekɔ̃. | 'he bit it.' |
| 5. sú. | 'kind' | 9. ʃía. | 'sand' |
| 6. sũ. | 'soil' | 10. ʃĩ́ã̍. | 'house' |

**Drill 13**: Nasal Vowels after Nasal Consonants.

| | | | |
|---|---|---|---|
| 1. mũ. | 'oil' | 8. nyɛ̃. | 'mother' |
| 2. mũmɔ̃. | 'breath' | 9. nyɛ̃mĩ́. | 'sibling' |
| 3. mãmĩ́. | 'mother' | 10. ηã. | 'wife' |
| 4. mɔ̃́ɔ̃̍. | 'castle' | 11. ηãã́ã̍. | 'lagoon-crab' |
| 5. lamɔ̃. | 'dream' | 12. ηmɔ̃. | 'farm' |
| 6. nũ. | 'water' | 13. nĩ́ηmã̀ã. | 'writing' |
| 7. nũũ. | 'man' | | |

**Drill 14**: Nasal Consonants and Oral Vowels.

| | | | |
|---|---|---|---|
| 1. lamɔ. | 'vapour' | 6. mó. | 'well done!' |
| 2. mãmá. | 'cloth' | 7. bí lɛ̀ mɔ́. | 'ask him, then!' |
| 3. ηaa. | 'intelligence', 'skill' | 8. moko. | 'someone' |
| 4. ηoo. | 'salt' | 9. nókȯ. | 'something' |
| 5. éηɔ́li. | 'yellowish-green' | | |

**Drill 15**: Nasal Consonants and Oral Vowels.

| | | | |
|---|---|---|---|
| 1. ηmé. | 'palm-nut' | 6. sṹne. | 'pillow' |
| 2. ηmee. | 'thorn' | 7. sɔ̃́nè. | 'fox' |
| 3. ηmɛ́. | 'kernel' | 8. sãne. | 'story' |
| 4. ηmá. | 'aroma' | 9. kã́né | 'light' |
| 5. ηmiηmi. | 'panic', 'fear' | 10. wã́nè. | 'doubt' |

## LESSON FOUR

Listen. Identify. Repeat.

**Drill 16**: Succession of Vowels. The succession vowel + i on a rising pitch is pronounced rapidly and sounds phonetically like a diphthong.

| | | | |
|---|---|---|---|
| 1. sɛ̃ĩ́. | 'chair' | 6. toí. | 'ear' |
| 2. leí. | 'tail' | 7. tsuí. | 'heart' |
| 3. faí. | 'hat' | 8. fɛ́i̍. | 'part' |
| 4. laí. | 'firewood' | 9. bíi̍. | 'children' |
| 5. fɔfɔí. | 'flower' | 10. ηkpái̍. | 'libation' |

Drill 17: Vowel + i.

| | | | |
|---|---|---|---|
| 1. kɔ́i̍. | 'hoe' | 6. gai. | 'rings' |
| 2. gɔ́i̍. | 'to burp' | 7. looi. | 'fish(es)' |
| 3. tói̍. | 'multiplication' | 8. tooi. | 'sheep' (pl.) |
| 4. tṹĩ̍. | 'guns' | 9. sɛ̃ĩ́ĩ̍ | 'chairs' |
| 5. tsei. | 'trees' | 10. fɔfɔ́íi̍. | 'flowers' |

Drill 18: Succession of Vowels: Vowel + ɔ.

| | |
|---|---|
| 1. amĩɔ̃. | 'it is taken orally.' |
| 2. eyiɔ mɔ̃. | 'he believes in corporal punishment.' |
| 3. eféɔ̀ ohé. | 'she is a flirt.' |
| 4. ekeɔ mɔ̃ nĩ́ĩ̍. | 'he is generous.' |
| 5. etsɛ́ɔ̍ ogbɛi̍ daa. | 'she always mentions you.' |
| 6. elɛɔ tooi. | 'he breeds sheep.' |
| 7. eláà waa. | 'he sings very well.' |
| 8. efaa ʃiká. | 'he is a money-lender.' |
| 9. eʃwɛ́ɔ̀ ʃiká mĩ̀η. | 'he is a big spender.' |
| 10. efɔɔ Gã yaa. | 'he goes to Accra quite often.' |
| 11. efóɔ̍ daa nɛ̃̍ɛ̃̍. | 'she is always weeping.' |
| 12. eboɔ mɔ̃ toí. | 'he takes advice.' |
| 13. etsṹɔ̃̍ nĩĩ̍. | 'he works.' |

Drill 19: Final Nasals.

| | | | |
|---|---|---|---|
| 1. kpóη̍. | 'fishing-hook' | 2. kóη̍. | 'corner' |

| | | | |
|---|---|---|---|
| 3. wɔ́ŋ̍. | 'juju' | 9. kpĩŋ. | 'cane rat' |
| 4. dṹŋ̍. | 'darkness' | 10. sɔ̃ŋ. | 'prawns' |
| 5. nyɔ̃́ŋ̍. | 'slave' | 11. ŋmoŋ. | 'tick', 'lice' |
| 6. gɔ̃ŋ. | 'mountain' | 12. kɔŋ. | 'horn' |
| 7. mãŋ. | 'town' | 13. waŋ. | 'grey hair' |
| 8. tsɛ̃ŋ. | 'beard' | 14. ŋboŋ. | 'limb', 'loin' |
| | | 15. adṹŋ̀. | 'monkey' |

Drill 20: Final Nasals.

| | | | |
|---|---|---|---|
| 1. éfèé dĩŋŋ. | 'he is quiet' | 6. fã́ŋŋ. | 'clear' |
| 2. éfèè ʃĩŋŋ. | 'he is still' | 7. sɔ́ŋŋ. | 'a lot' |
| 3. óyɨwala dɔ̃́ŋŋ. | 'thank you' | 8. tũŋŋ. | 'black' |
| 4. ʃɔ̃́ŋŋ. | 'afar' | 9. gblãŋŋ. | 'strong' (of smell) |
| 5. nɔ̃́ŋŋ. | 'immediately' | 10. hɛŋŋ. | 'strong' (of pepper or hot food) |

## LESSON FIVE

Listen. Identify. Repeat.

Drill 21: Labialised Consonants.

| | | | |
|---|---|---|---|
| 1. tswéɨ. | 'mustache' | 7. wiémɔ̃̍ (ywiémɔ̃̍). | 'speech', 'language' |
| 2. tswɛ́ɨ. | 'hair' | 8. wírimɔ̃ (ywírimɔ̃). | 'row!' |
| 3. Atswɛ́i. | (girl's name) | 9. eewére là (eeywére là). | 'he is warming himself before the fire' |
| 4. dzwɛ̃ŋmɔ̃. | 'thought' | 10. kwakwé. | 'mouse' |
| 5. dzwɛ́ɨ. | 'grass' | | |
| 6. adzwãmã́ŋ. | 'prostitution' | | |

Drill 22:

| | | | |
|---|---|---|---|
| 1. kúkwɛ́i. | 'cooking-pot' | 5. ehwãŋ enãne. | 'he sprained his ankle.' |
| 2. kwɔɔ́. | 'climb!' | 6. ŋwɛ̃ĩ. | 'sky' |
| 3. gwãŋtɛ̃́ŋ. | 'lamb' | 7. ŋwɛ̃́tɛ̃ŋwɛ̃tɛ̃. | 'stippled' |
| 4. gwábɔ̀ɔ | 'assembly' | 8. ʃwãné. | 'afternoon' |

| | | | |
|---|---|---|---|
| 9. ʃwɛ́ɨʃwɛɨ. | 'ragged' | 10. éʃwì. | 'he is fat.' |

Drill 23: Succession of Vowels.

| | | | |
|---|---|---|---|
| 1. áʃwìé lɛ̀. | 'he has been sacked' | 5. nĩ́lèe. | 'knowledge' |
| 2. ewíeɔ̀ pii. | 'he talks a lot' | 6. nṹ lɛ̀ túè kɛba. | 'the water gushed out.' |
| 3. gbeébi. | 'puppy' | 7. nṹũ lɛ̀ púe̍. | 'the man appeared.' |
| 4. leébɨ̍. | 'morning' | | |

Drill 24:

| | | | |
|---|---|---|---|
| 1. ʃiɛ́lɔ̀. | 'preacher' | 5. etiu amɛ̃. | 'he pursued them.' |
| 2. ótsĩ̀ɛ̃́ èhĩ́ɛ̀. | 'you have woken him up.' | 6. búu. | 'mosquito-net' |
| 3. kuɛ. | 'neck' | 7. amɛ̃huu ta. | 'they waged war.' |
| 4. sɛɛ. | 'back' | | |

Drill 25: l, r in variant forms.

| | | | |
|---|---|---|---|
| 1. mlu. mulu. | 'dust' | 6. blɔ́. bɔlɔ́. | 'broom' |
| 2. mlá. malá. | 'law'; 'guts' | 7. plé. | 'a bird' |
| 3. ḿlã. ḿrã. | 'early' | 8. ṕlɛ̀koó. | 'nail' |
| 4. blodo. brodo. | 'bread' | 9. f́la̍. fála̍. | 'sore' |
| 5. ablé. abelé. | 'corn' | 10. f́lɔ̀. fɔ́lɔ̀. | 'hole' |

## LESSON SIX

Listen. Identify. Repeat.

Drill 26: Successions of Vowels.

| | | | |
|---|---|---|---|
| 1. ohĩ́ã. | 'poverty' | 6. nyɛ̃́bɔ̀a mitoí. | 'listen to me!' |
| 2. atĩ́ã̀. | 'cashew-nut' | 7. afuá. | 'mist' |
| 3. nyɛ̃́bià lɛ. | 'ask him!' | 8. Akúa̍. | (a female name) |
| 4. nyɛ̃́mɛ̃̀ã wɔ. | 'wait for us!' | 9. atṹã. | 'defiance' |
| 5. nyɛ̃́bɔ̀a mɔ́dɛ̃ŋŋ. | 'try hard!' | | |

Drill 27: 1, r in variant forms.

| | |
|---|---|
| 1. akekré.<br>akeklé. | 'man's headband' |
| 2. ḱlà. kálà.<br>ḱrà. | 'spirit' |
| 3. nyɛ̃́klɔ̀a.<br>nyɛ̃́kɔlɔ̀a. | 'take them!' |
| 4. eǵli. eǵri. | 'he got excited' |
| 5. ή́leηle.<br>ηéleηele. | 'very fluid' |
| 6. eήlã̍. eηã́lã̍. | 'it got charred.' |
| 7. ηlɛ. ηɛlɛ. | 'level' |
| 8. ehlú. ehulú.<br>ehrú. | 'he jumped.' |
| 9. hleηη. heleηη.<br>hreηη. | 'radiant', 'flooded with light' |

Drill 28: Successions of Vowels.

| | |
|---|---|
| 1. fíɔ̀. | 'junior' |
| 2. díoo. dĩ́ηη. | 'quiet' |
| 3. bíbl̀óo. | 'small' |
| 4. Aʃí oo↘! | 'hey, Ashi!' |
| 5. méɔ̀. | 'sixpence' |
| 6. té ɔ̀yɔ́ɔ́ tɛ̃ɛ̃↘. | 'how are you?' |
| 7. fɛɛ́fɛo. | 'beautiful' |

Drill 29: Successions of Vowels.

| | |
|---|---|
| 1. fɛ́o. | 'beauty' |
| 2. bɛ́bɛ̍o. | 'a kind of shellfish' |
| 3. láɔ̀. | 'bedsheet' |
| 4. háo. háu. | 'girdle' |
| 5. ehao lɛ. | 'he worried her' |
| 6. abifáo. | 'tiny tot' |
| 7. tóo. | 'tax' |

Drill 30: 1, r in variant forms.

| | |
|---|---|
| 1. t́rema.<br>télema. | 'cowrie' |
| 2. dzra.<br>dzala. | 'price' |
| 3. sre. sele. | 'to swim' |
| 4. yra. yala. | 'mourning' |
| 5. atswrɛ́.<br>atswɛlɛ́. | 'fist' |
| 6. dzẃremɔ̃̍.<br>dzwélemɔ̃̍. | 'greeting' |
| 7. amɛ̃ʃẃre.<br>amɛ̃ʃwéle. | 'they flourished.' |

# LESSON SEVEN

Dialogue 1: Greetings.

| | |
|---|---|
| A: Mĩ́ηηã bò. | 'I greet you.' |
| B: Mĩ́ηheleò nɔ̃. | 'I respond.' |
| A: Té òyɔ́ɔ̀ tɛ̃ɛ̃↘. | 'How are you?' |
| B: Mĩ yɛ dzogbaηη. | 'I am well.' |
| A: Té omã̀mĩ́ yɔ̀ɔ̀ tɛ̃ɛ̃↘. | 'How is your mother?' |
| B: Eyɛ dzogbaηη. | 'She is well.' |

## Vocabulary

| | | | | | |
|---|---|---|---|---|---|
| 1. | mĩ. | 'I' | 6. | yɔ́ò. | 'to be' |
| 2. | ηã́. | 'greet' | 7. | yɛ. | 'to be' |
| 3. | bo. o. | 'you' (sg.) | 8. | dzogbaηη. | 'well' |
| 4. | hére...nɔ̃̍. | 'respond', 'reply', 'answer' | 9. | mãmĩ́. | 'mother' |
| 5. | té...tɛ̃ɛ̃↘. | 'how?' | 10. | e. | 'she', 'he', 'it' |

## Notes

1. Greeting people is an important part of Ga etiquette. One who does not greet as he should is considered boorish, unfriendly, antisocial. Not greeting someone, or not responding to his greeting, is a way of expressing extreme displeasure with him.

2. The greetings and responses in the Dialogue are general ones that can be used by anybody at any time. If more than one person were involved on either side, however, changes in pronouns would be necessary.

Dialogue 2: One person greeting two or more.

| | | |
|---|---|---|
| Greeting: | A: Mĩ́ηηã nyɛ̃̀. | 'I greet you (pl.).' |
| Response: | B & C: Wɔηhéleò nɔ̃. | 'We respond.' |

Dialogue 3: Two or more people greeting one person:

| | | |
|---|---|---|
| Greeting: | B & C: Wɔηηã́ bò. | 'We greet you.' |
| Response: | A: Mĩ́ηhele nyɛ̃̀ nɔ̃. | 'I respond to you.' |

(The above are suitable for classroom use between college students and their professor.)

Dialogue 4: Two or more people greeting and replying:

| | | |
|---|---|---|
| A & B: | Wɔŋŋã́ nyɛ̃̀. | 'We greet you.' |
| C & D: | Wɔŋhéle nyɛ̃̀ nɔ̃. | 'We respond.' |

Drill 31: Take turns at greeting and answering in Ga.

Dialogue 5: The person whose health is inquired after can be varied as appropriate.

| | | |
|---|---|---|
| A: | Té opàpá yɔ̍́ɔ̍ tɛ̃ɛ̃↘. | 'How is your father?' |
| B: | Eyɛ dzogbaŋŋ. | 'He is well.' |
| A: | Té ɔ̀ŋã yɔ̍́ɔ̍ tɛ̃ɛ̃↘. | 'How is your wife?' |
| B: | Eyɛ dzogbaŋŋ. | 'She is well.' |

Drill 32: Take turns at inquiring after the health of different people and answering.

## LESSON EIGHT

1. Greetings and responses appropriate for certain times of day:

| | | |
|---|---|---|
| (i) Morning: | A: Mɔ̃́ɔ̃nĩ̀ŋ. | 'Morning' |
| | B: Mɔ̃́ɔ̃nĩ̀ŋ. | 'Morning' |
| (ii) Evening: | A: Gúdi̍ivìn. | 'Good evening.' |
| | B: Gúdi̍ivin. | 'Good evening.' |

These English borrowings are in common use. The traditional Ga greetings, still heard from old people and in places where these things are preserved, are:

(iii) Early morning, immediately after waking up:

| | | |
|---|---|---|
| A: | Áwɔ̍ŋ̀? or Ówɔ̍ŋ̀? | 'How was your sleep?' |
| B: | Mĩ́wɔ̀ŋ hĩ. | 'My sleep was good.' |

(iv) During the day:

| | | |
|---|---|---|
| A: | Mããníŋ̀? | 'How is this town?' |
| B: | Mãŋ dzɔ. | 'The town is peaceful.' |

## LESSON EIGHT

1. Greetings and responses appropriate for certain times of day:

(i) Morning:

| | |
|---|---|
| A: Mɔ̃́ɔ̃nĩ̀η. | 'Morning.' |
| B: Mɔ̃́ɔ̃nĩ̀η. | 'Morning.' |

(ii) Evening:

| | |
|---|---|
| A: Gúdłivìn. | 'Good evening.' |
| B: Gúdłivìn. | 'Good evening.' |

These English borrowings are in common use. The traditional Ga greetings, still heard from old people and in places where these things are preserved, are:

(iii) Early morning, immediately after waking up:

| | |
|---|---|
| A: Áwɔ̀ὴ? or Ówɔ̀ὴ? | 'How was your sleep?' |
| B: Mĩ́wɔη hĩ. | 'My sleep was good.' |

(iv) During the day:

| | |
|---|---|
| A: Mã́ãníὴ? | 'How is this town?' |
| B: Mã́η dzɔ. | 'The town is peaceful.' |

2. Other greetings in general use:

(i) Before entering a house, a room, or any place:

| | |
|---|---|
| A: Agoo. | (Entrance requested.) |
| B: Amɛ̃ɛ̃. | (Entrance granted.) |

(ii) On taking leave, at any time:

| | |
|---|---|
| A: Mĩ́yabà. | 'I am going.' |
| B: Yaábà dzogbaηη. | 'Go well.' |

(iii) On taking leave, at night:

| | |
|---|---|
| A: Mĩ́yawɔ̀. | 'I am off to bed.' |
| B: Yaáwɔ̀ dzogbaηη. | 'Sleep well.' |

(iv) Expressing congratulations on work done or in progress:

| | |
|---|---|
| A: Ahékoo. | 'Well done!' |
| B: Yaa éè. | 'Thanks.' |

(v) Expressing thanks:

| | |
|---|---|
| A: Óyìwala dɔ̃́ηη. | 'Thank you.' |
| B: Wɔbɛ́ ʃìdaa. | 'There is no need of thanks.' |

(vi) On returning from a journey:

"A" is the traveller. He shakes hands with the person he is exchanging greetings with, and the hand grip is maintained throughout the exchange:

Dialogue 1:

| | |
|---|---|
| A: Amɛ́rìkàbíì mĩηbíɔ̀. | 'Greetings from America.' |
| B: Yoo. Héni ɔ̀dzɛ́ ɛ̀? | 'Fine. How is it there?' |
| A: Blɛoo. | 'It is peaceful.' |
| B: Amɛ́rìkàtsɛmɛ̃́ ɛ̀? | 'And the Americans?' |
| A: Amɛ̃yɛ dzogbaηη. | 'They are fine.' |
| B: Oηã̄ kɛ óbiì? | 'And your wife and your children?' |
| A: Amɛ̃fɛ̃́ɛ̃ àmɛ̃yɛ dzogbaηη. | 'They are all well.' |

Drill 33: Take turns at greeting and replying, using the greetings in this lesson.

## LESSON NINE

### Pronouns: Subject, Object and Possessive Forms

(i) The personal pronoun words are:

| | |
|---|---|
| mĩ | 'I', 'me' --1st person singular |
| bo | 'you' --2nd person singular |
| lɛ | 'he', 'him', 'she', 'her', 'it' --3rd person singular |
| wɔ | 'we', 'us' --1st person plural |
| nyɛ̃ | 'you' --2nd person plural |
| amɛ̃ | 'they', 'them' --3rd person plural |

These words can be used either as single-word sentences and phrases or as objects of verbs. The plural words retain these forms in all other functions (except for changes in tone).

(ii) The singular words have other forms which are prefixed to verbs when the pronoun is the subject of the verb, and prefixed to nouns when the pronoun is the possessor of the noun:

1st person singular: mĩ-, m-, n-, ŋ- (i. e., a homorganic nasal, depending on the place of articulation of the consonant immediately following.)

2nd person singular: o-

3rd person singular: e-

The 1st and 2nd person singular prefixal forms can also be suffixed to verbs when the pronoun is the object of the verb, especially in rapid speech. In this style the 1st person singular is usually the velar nasal ŋ In this course, the 1st person singular pronoun is always written as /mi/.

(iii) There is also an unrestricted personal pronominal prefix, used as the subject of verbs, which does not specify any restriction of person or number:

Unrestricted pronoun: a-

Drill 34: Insert the personal pronoun words in the blank spaces in the sentences, using the pattern of No. 1.

1. Mi nɛ̃́. 'That's me.'
2. ____ nɛ̃́. 'That's you (sg.)'.
3. ____ nɛ̃́. 'That's him.'
4. ____ nɛ̃́. 'That's us.'
5. ____ nɛ̃́. 'That's you (pl.).'
6. ____ nɛ̃́. 'There they are.'

Drill 35: Insert the personal pronoun words required to complete the following sentences.

1. Nã́ã̀ ____. 'Here I am.'
2. Nã́ã̀ ____. 'Here you are.'
3. Nã́ã̀ ____. 'Here he is.'
4. Nã́ã̀ ____. 'Here we are.'
5. Nã́ã̀ ____. 'Here you are.'
6. Nã́ã̀ ____. 'Here they are.'

Drill 36: Substitute the given phrases for those underlined in the sentence.

Minã bo yɛ dzɛ́mɛ̃̍. 'I saw you at that-place.'

1. mi o. I you.
2. mi lɛ. I him.
3. mi nyɛ̃. I you.
4. o wɔ. you us.
5. e amɛ̃. she them.
6. amɛ̃ mĩ. they me.
7. wɔ nyɛ̃. we you.
8. nyɛ̃ mi. you me.
9. e lɛ. he her.

Drill 37: Substitute the given phrases for those underlined in the sentence.

Mípàpá nã̀ emãmĩ́ yɛ̀ dzɛ́mɛ̃̍. 'My father saw his mother there.'

1. wɔtsɛ amɛ̃nyɛ̃. our father their mother.
2. nyɛ̃nyɛ̃ wɔnyɛ̃. your mother our mother.
3. ómàmĩ́ mímã̀mĩ́. your mother my mother.
4. etsɛ enyɛ̃. his father his mother.
5. amɛ̃mãmĩ́ ópàpá. their mother your father.

A nã lɛ yɛ dzɛ́mɛ̃̍. 'Someone saw him there.'

6. A nyɛ̃̀mãmĩ́. Someone your mother.
7. A otsɛ. Someone your father.
8. A o. Someone you.

## LESSON TEN

### Pronunciation of lɛ́

(i) lɛ́ is a phrase-closing particle, often translated by English 'the'.

(ii) In slow speech and in reading, lɛ́ is pronounced as written.

(iii) In ordinary and rapid speech, lɛ́ is reduced to a vowel syllable, as follows:

a) After i, u, e, o, ŋ, lɛ́ becomes ɛ.

b) After ɛ, ɔ, a, lɛ́ becomes a reduplication of the preceding vowel.

c) After ŋ or a nasal vowel, ɛ is nasalized.

d) ɛ retains the tone of lɛ́ .

Drill 38: Repeat these phrases after the teacher:

| Word/Phrase | | Slow Speech<br>Word + lɛ́ | | Ordinary Speech<br>Word + Reduced lɛ́ | |
|---|---|---|---|---|---|
| 1. nũũ | 'man' | nṹũ lꜜɛ́ | 'the man' | nṹũ ꜜɛ̃ | 'the man' |
| 2. mĩ | 'I' | mĩ́ lꜜɛ́ | 'as for me' | mĩ́ ꜜɛ̃ | 'as for me' |
| 3. faí | 'hat' | faí lꜜɛ́ | 'the hat' | faí ꜜɛ́ | 'the hat' |
| 4. háu | 'girdle' | háu lꜜɛ́ | 'the girdle' | háu ꜜɛ́ | 'the girdle' |
| 5. tso | 'tree' | tsó | 'the tree' | tsó ꜜɛ́ | 'the tree' |
| 6. ablé | 'corn' | ablé lꜜɛ́ | 'the corn' | ablé ꜜɛ́ | 'the corn' |
| 7. adṹὴ | 'monkey' | adṹꜜη lꜜɛ́ | 'the monkey' | adṹꜜη ꜜɛ̃ | 'the monkey' |

**Drill 39**: Repeat

| | | | | | |
|---|---|---|---|---|---|
| 1. etsɛ | 'his father' | etsɛ́ lꜜɛ́ | 'his father' | etsɛ́ ꜜɛ́ | 'his father' |
| 2. nyɛ̃ | 'yesterday' | nyɛ̃́ lꜜɛ́ | 'yesterday' | nyɛ̃́ ꜜɛ̃ | 'yesterday' |
| 3. tɔ | 'bottle' | tɔ́ lꜜɛ́ | 'the bottle' | tɔ́ ꜜɔ́ | 'the bottle' |
| 4. gbɔ̃mɔ̃ | 'person' | gbɔ̃mɔ̃́ lꜜɛ́ | 'the person' | gbɔ̃mɔ̃́ ꜜɔ̃ | 'the person' |
| 5. baa | 'leaf' | baá lꜜɛ́ | 'the leaf' | baá ꜜá | 'the leaf' |
| 6. dãã | 'alcohol' | dãã́ lꜜɛ́ | 'the alcohol' | dãã́ ꜜã | 'the alcohol' |
| 7. ebí lꜜɛ́ | 'his child' | ebí lꜜɛ́ lꜜɛ́ | 'his child' | ebí lꜜɛ́ ꜜɛ́ | 'his child' |

Find the two examples of reduced lɛ́ in Lesson Eight, Dialogue 1.

## LESSON ELEVEN

### Verbs: The Past Tense (cf. Appendix B)

(i) a verb in the Past tense is marked by tone. The verb root does not have an affix.

(ii) The tones of verb roots in the Past tense are regarded as their basic ones, and it is upon these that the roots are grouped into tonal classes. A verb root does not necessarily retain its basic Past tense tone throughout all tenses, but its tones in other contexts are related in fixed ways to the basic tone.

(iii) Past, like Habitual, Progressive and other tense labels, is a grammatical term for the verb forms. Although these terms broadly indicate the notional meaning of the verb in each tense, they cannot indicate every possible use of the verb form.

(iv) The personal pronouns all have low tones when prefixed to a verb root in the Past tense.

Drill 40: Repeat.

| | |
|---|---|
| 1. Emã́le. | 'He lied.' |
| 2. Elá. | 'She sang.' |
| 3. Amɛ̃wɔ. | 'They slept.' |
| 4. Moko bo. | 'Someone screamed.' |
| 5. Nĩĩ́ là bo. | 'Nii dreamt about you.' |
| 6. Tɛtɛ hulú. | 'Tetteh jumped.' |
| 7. Osɔ́fȯ lɛ̀ sɔle. | 'The priest prayed.' |
| 8. Yoó lɛ̀ pása èhe. | 'The woman gossiped about her.' |
| 9. Sówà kã́nė nĩꜝĩ lɛ fɛ̃ɛ̃. | 'Sowa read everything.' |
| 10. Migbɔbi baayelɔ́ lꜝɛ́. | 'I hunted the buck.' |

Drill 41: Repeat.

| | |
|---|---|
| 1. Mĩnã bo yɛ dzéꜝmɛ̃. | 'I saw you there.' |
| 2. Wɔnã amɛ̃ yɛ dzéꜝmɛ̃. | 'We saw them there.' |
| 3. Ebí lɛ̀ da. | 'Her child looks big.' |
| 4. Ele lɛ. | 'He knows him.' |
| 5. Ehoó lòo pii. | 'She cooked a lot of meat.' |
| 6. Etã́ lɛ̀ adesã́. | 'She told him a story.' |
| 7. Mĩfeé dĩηη. | 'I kept quiet.' |
| 8. Miba bíɛ̀ nyɛ̃. | 'I came here yesterday.' |
| 9. Mĩho mitá ʃꜝĩ. | 'I settled myself in a seat.' |
| 10. Mi mikɔ́ wòló lꜝɛ́. | 'I am the one who took the book.' |

Drill 42: Repeat.

| | |
|---|---|
| 1. Wɔtee Gã́ãnã̀ nyɛ̃sɛɛ áfi. | 'We went to Ghana last year.' |
| 2. Wɔnã mɛ̃ĩ pii yɛ dzéꜝmɛ̃. | 'We saw many people there.' |
| 3. Wɔyaηã́ mã̀ηtsɛ́ lꜝɛ́. | 'We went and greeted the chief.' |

| | |
|---|---|
| 4. Ehéle wɔ̀ hɛ̃mɛ̃̀ɛ̃. | 'He welcomed us and made us feel at home.' |
| 5. Wɔkɛɛ́ lɛ̍ akɛ̍ wɔ̀dzɛ Amɛ́rĩkà. | 'We told him that we had come from the U. S.' |
| 6. Wɔbí lɛ̍ nĩbiì pii. | 'We asked him many questions.' |
| 7. Egba wɔ nɔ̃́fɛ̃ɛ̃nɔ̃. | 'He told us everything.' |
| 8. Ehe dzɔ. | 'He is a gentleman.' |

## LESSON TWELVE

Dialogue: Names.

A: Ófàí ↘nɛ̃́. Té àtsɛ́ɔ̀ nãkãĩ nṹũ lɛ̍ tɛ̃ɛ̃↘.
'Excuse me. What is that man called?'

B: Atsɛ́ɔ̀ lɛ Ataá Kɔ̀fí.
'He is called Ataa Kofi.'

A: Mɛ́nĩ̀ etsṹɔ̃̀.
'What work does he do?'

B: Draívà dzí lɛ̀.
'He is a driver.'

A: Nĩ ebí lɛ̍ hũ↘?
'And what about his son?'

B: Atsɛ́ɔ̀ lɛ Sówà. Eyeɔ méèti ehã́ã̀ etsɛ.
'He is called Sowa. He works as a mate for his father.'

A: Nĩ eŋã́ lɛ̀?
'And his wife?'

B: Aá Dèdé, lóo Àkwélɛ̀nyɛ̃̀. Ehɔ̃́ɔ̃̍ nĩĩ̀ yɛ dzrá lɛ̀ nɔ̃.
'Madam Dede, or Akwele's Mother. She is a petty-trader in the market.'

### Vocabulary

| | | | |
|---|---|---|---|
| 1. ófàí↘ nɛ̃́. | 'please', 'excuse me' | 7. dzí. | 'is' |
| 2. tsɛ́. | 'to call' | 8. nĩ. | 'and' |
| 3. nãkãĩ. | 'that' | 9. hṹ. | 'also' |
| 4. mɛ̃́nĩ̀. | 'what?' | 10. ye. | 'to work as' |
| 5. tsṹ. | 'to work' | 11. méèti. | 'mate' (driver's assistant) |
| 6. draívà. | 'driver' | 12. hã́. | 'for'; 'to give to' |

| | | | |
|---|---|---|---|
| 13. lóo | 'or' | 16. nĩ́ĩ̍. | 'things', 'wares' |
| 14. hɔ̃ɔ̃́↘. | 'to sell' | 17. dzra. | 'market' |
| 15. yɛ. | 'at' | 18. nɔ̃. | 'on' |

## Notes

1. Ga personal names are given according to a clearly defined system. If one knows the system, one can infer certain facts about a person from his name.

2. Day names are names given to people according to the day of the week on which they are born.

| Day | Male Name | Female Name |
|---|---|---|
| Sunday | Kwaʃí | Ákoʃia |
| Monday | Kodzó | Ádzua |
| Tuesday | Kwab́lã | Áblã |
| Wednesday | Kwakú | Akúa̍ |
| Thursday | Kwao | Ába̍ |
| Friday | Kofí | Áfua |
| Saturday | Kwaámĩ̀ (Kwami) | Áma̍ |

3. Order names are given according to the order of birth of children of the same parents, counting boys and girls separately:

| Order | Male Name | Female Name |
|---|---|---|
| 1st | Tɛté | Dedé |
| 2nd | Tɛtɛ | Kɔkɔ́ |
| 3rd | Mɛ̃ńsã̍ | Kái |

4. Special sets of names indicate certain special circumstances. For instance, these are the names for twins and single children born after twins:

| | Order | Male | Female |
|---|---|---|---|
| The Twins: | 1st | Okó; Akwéte̍ | Akwéle̍ |
| | 2nd | Akúɛ̀tɛ | Akuɔ́kɔ̍ |
| After Twins: | 1st | Táywia (Tawia) | Táywia (Tawia) |
| | 2nd | Ágo | Ágo |
| | 3rd | Abã́ŋ | Abã́ŋ |

(Children born after twins use the same names, irrespective of sex.)

5. Clan names, however, are the most important names. Each clan has 2 sets of names: the generation bearing one set give the second set to their children; these children in turn give the first set (the names of their father's generation) to their children. The Gas are patrilineal.

ASERE CLAN NAMES: (Aśrɛ̃ in Accra, Klãnãã in Labadi)

| | SET ONE | | SET TWO | |
|---|---|---|---|---|
| Order | Male | Female | Male | Female |
| 1 | Kóɔ̀té (Kotey) | Deí | Nĩ́kwe̍i (Nikoi) | Adeí |
| 2 | Kótɛ̀í (Kotei) | Kúɔ̀kɔ́ | Amɔ̃ŋ (Amon) | Kútɔ̀ɔ́kɔ̍ |
| 3 | Aʃí | Koóka̍àle | Dzã́ãnĩ́ (Dsani) | Kótɛ̀íka̍i̍ |
| 4 | Aʃale | Kúɔ̀tsoó | Afútu | Kótɛ̀ítso̍o |

ÁGBAWE̍ CLAN NAMES: (Labadi)

| | SET ONE | | SET TWO | |
|---|---|---|---|---|
| Order | Male | Female | Male | Female |
| 1 | Okpoti | Adzéle̍ | Adzeí | Atswɛ́i̍ |
| 2 | Akpɔ́ | Adzɔ́kɔ̍ | Sówà | Ayɔkɔ́ |
| 3 | Kweí | Adzéka̍i̍ | Laasé | Kái̍ |
| 4 | Bɔí | Adzétso̍o | Ánãŋ | Tsotsóo |

6. Vocative Enclitics: When calling people far away by shouting out their names (e. g. to children at play, to come home), a calling signal is added to the names, and is prolonged as necessary. The signal is ée̍e... after a name ending on a low tone, and óoo...↘ after a name ending on a high or mid tone. Examples:

Examples: 1. Kofí ooo↘. 2. Sówà ée̍e.

Drill 43: Call the following people to come, using the appropriate calling signal: (m., f., indicate male, female names respectively.)

1. Ádè. (m)
2. Adeí. (f)
3. Táwi̍a. (m, f)
4. Aʃale. (m)
5. Akwéle̍nyɛ̃̀. (f)
6. Áma̍. (f)
7. Ámã. (m)
8. Booba (m, f)

# LESSON THIRTEEN

## Verbs: The Habitual Tense

(i) A verb in the Habitual tense is marked by the suffix /ɔ/. The suffix has the form /a/ when the final vowel of the root is /a/. The suffix is nasalised if the root vowel is nasal.

(ii) The Habitual tense suffix has low tone, but this tone is assimilated to mid when it occurs between two high tones.

Drill 44: Repeat.

| | | |
|---|---|---|
| 1. | Emã́leɔ̀. | 'He tells lies.' |
| 2. | Eláà. | 'She sings.' |
| 3. | Edáà mĩη gbɛ́ɔ̀. | 'He is a loud-mouth.' |
| 4. | Nĩĩ́ làa dáa mã̀ηkɛ̃. | 'Nii dreams every night.' |
| 5. | Gbɔ̃mɔ̃́ lɛ̀ sɔleɔ ʃii énũ̀mɔ̃ dáa gbĩ̀. | 'The fellow prays five times daily.' |
| 6. | Atsɛ́ɔ̀ lɛ Tɛtɛ. | 'His name is Tetteh.' |
| 7. | Yoó lɛ̀ tɔ́kèɔ. | 'The woman is fond of grumbling.' |
| 8. | Yoó lɛ̀ pásaà. | 'The woman gossips.' |
| 9. | Mɛ̃́nĩ̀ féɔ̀ lɛ. | 'What ails him?' |
| 10. | Eʃwiɔ mɔ̃. | 'It's fattening.' |

Drill 45: Repeat.

| | | |
|---|---|---|
| 1. | Emã́leɔ̀ wɔhe dáa nɛ̃̀ɛ̃́. | 'He is always misrepresenting us.' |
| 2. | Mɛ̃́nĩ̀ gbɛ́ɔ̀ nɛ̃kɛ̃́. | 'What is that loud noise?' |
| 3. | Eláà waa. | 'She is an excellent singer.' |
| 4. | Eláà lalài śrɔ̀toiśrɔ̀toi. | 'She sings songs of many different types.' |
| 5. | Nĩĩ́ làa gbɔ̃mɛ̃ĩ śrɔ̀toiśrɔ̀toi. | 'Nii dreams about all sorts of people.' |
| 6. | Nĩĩ́ làa dáa mã̀ηkɛ̃. | 'Nii dreams every night.' |
| 7. | Tɛtɛ hulúɔ̀ tsɔ̃. | 'Tetteh jumps too much.' |
| 8. | Yoó lɛ̀ tɔ́lèɔ tsɔ̃́. | 'The woman is too fond of grumbling.' |
| 9. | Nũṹ lɛ̀ tɔ́kèɔ fe eηã́ lɛ́. | 'The man complained more than his wife.' |
| 10. | Tɛtɛ tṹmɔ̃̀ɔ̃ kɛ hewalɛ. | 'Tetteh jumps with all his strength.' |

Drill 46: Insert in the sentences below the Habitual tense form of the verbs given in parenthesis.

1. E______ ʃìká. (fa. 'lend'; 'borrow') 'He is a moneylender.'

2. Gbeé nɛ̃̍ɛ̃̀ ______ dáa afi. (fɔ́. 'give birth') 'This dog has puppies every year.'

3. Nyɔ̃ηmɔ ______ wàa yɛ bíɛ̍. (nɛ̃. 'to rain') 'It rains heavily here.'

4. Kofí ______ nĩ́ĩ̀ oyá. (kã́ne̍. 'to read') 'Kofi reads fast.'

5. Kofí______ wɔ̀lo oyá. (kã́ne̍. 'to read') 'Kofi reads books fast.'

6. Nã́mɔ̃̀ ______ bɔ̀ fe lɛ. (sũmɔ̃. 'to love') 'Who loves you more than she does?'

7. Nã́mɔ̃̀ ______ bɔ̀ fe lɛ. (sṹmɔ̃. 'to serve') 'Who serves you better than she does?'

8. Gbɔ̃mɔ̃ ______ kɛ́ etɔ̀ lɛ. (háku̍. 'yawn') 'A person yawns when he is tired.'

Drill 47: Repeat. Habitual tense forms are underlined.

1. *Atsɛ́ɔ̀* lɛ Kofí. 'His name *is* Kofi.'

2. *Etsɔ̃́ɔ̃̍* nĩ́ĩ̀ yɛ yunivɛ́sɨtɨ lɛ̍. 'He *teaches* at the university.'

3. *Ekaséɔ̀* nĩĩ̍ daa gbɛkɛ̀. 'He *studies* every night.'

4. *Míyàa* Gã dáa Hɔ̀gbaa. '*I go* to Accra every Sunday.'

5. *Míyàhéɔ̀* nĩĩ̀ yɛ dzrá lɛ̀ nɔ̃. '*I shop* in the market.'

6. *Amɛ̃tswaa* wɔ tɛlifóη dáa gbĩ̀. '*They call* us on the telephone every day.'

7. Mɛ́nĩ̀ *etsṹɔ̃̀*? 'What work *does he do*?'

8. *Egbuɔ* tsĩnã́ àbũĩ́ yɛ̀ Póko̍ase. '*He is* a veterinary doctor at Pokoase.'

## LESSON FOURTEEN

### Some Tonal Changes

1. lɛ́ : The syllable immediately preceding the phrase-closing particle lɛ́ always has a higher pitch than that of lɛ́ . A syllable that has low tone in other contexts therefore has high tone if it happens to precede lɛ́ in the stream of speech. The high tone of lɛ́ when in isolation is therefore realised as mid tone when not in isolation. This mid tone is not affected when in final position. In medial position, however, it can be assimilated to the low tone of the syllable that follows it.

Drill 48: Repeat Drill 39 of Lesson Ten. Notice the tonal changes in all phrases except numbers 3, 4 and 6.

Drill 49: Repeat. Notice the tonal similarities (and differences) traceable to the fact that different words can precede lɛ́.

1. Wɔ́ lɛ̍ wɔ̀baáya̍. (wɔ. 'we') 'As for us, we will go.'

2. Wɔ́ lɛ̍, wɔ̀baáya̍. (wɔ́. 'tomorrow') 'Tomorrow, we will go.'

3. Ebíyɔ̀ɔ́ lɛ̍. (bí. 'child'; yoo. 'female'; e. 'his') 'His daughter.'

4. Ebí yɔ̀ɔ́ lɛ̍. (bí. 'to ask'; yoo. 'female'; e. 'he') 'He asked the woman.'

5. Ebí lɛ̍ bi lɛ̍. 'His child's offspring.'

6. Ebí lɛ̀ bí lɛ̀. 'His child asked him.'

2. dzí . 'to be'. Except in combination with certain connectives, dzí is always immediately preceded by a lower pitch than its own. This lower pitch takes the form of the high-to-low glide ↘ when the syllable preceding dzí has high tone. The same applies to a mid tone, but a mid tone syllable can in this context also be assimilated to low.

Drill 50: Repeat.

| | |
|---|---|
| 1. Ebí↘ dzí lɛ̀. | 'She is his child.' |
| 2. Draívà dzí lɛ̀. | 'He is a driver.' |
| 3. Nɔ̃́nĩ mĩmɛ̃̀ɔ̃ dzí ʃĩ̀ká. | 'What I am waiting for is money.' |
| 4. Gbékɛ̃̍↘ dzí mɔ̃̀nĩ́ fɛ̀ɛ́↘. | 'Junior was the one who did it.' |
| 5. ʃítɔ↘ dzí noko̍ nĩ mĩsũ̀mɔ̃ɔ̃ waa. | 'Pepper is something I like very much.' |

3. nɛ̃́: 'to be this'. The same tonal changes occur before nɛ̃́ as before dzí.

Drill 51: Repeat.

| | | | |
|---|---|---|---|
| 1. Ebí↘ nɛ̃́. | 'This is his child.' | 4. Gówa̍↘ nɛ̃́. | 'This is guava.' |
| 2. Ófàí↘ nɛ̃́. | 'Please; excuse me.' | 5. Hénĩ mãwɔ̀ nɛ̃́. | 'This is where I shall sleep.' |
| 3. Gbogbo nɛ̃́. | 'This is a wall.' | 6. Bɔnĩ́ dzí↘ nɛ̃́. | 'That's the way it is.' |

## LESSON FIFTEEN

### Verbs: Progressive Tense.

(i) A verb in the Progressive Tense is marked by the prefix mĩĩ (written ĩ after the 1st person singular pronoun mĩ).

(ii) In speech, the Progressive Tense prefix is reduced to η or a nasal homorganic with the succeeding consonant. In slow speech, mĩη is a variant of mĩĩ.

(iii) After the 2nd and 3rd person singular pronouns, the Progressive Tense prefix has the same form as the pronoun.

Drill 52: Repeat these sentences. Progressive tense forms are underlined.

1. Eeye dɔ́ktà yɛ Tɛma. 'He is serving as a doctor at Tema.'

2. Ootsĩ mĩ́hĩɛ̃̀. 'You are blocking my line of vision.'

3. Ootsĩɛ́ èhĩ́ɛ̃̀. 'You are disturbing her sleep.'

4. Nṹũ lɛ̀ mĩĩba ékɔ̍̀ηη. 'The man is coming again.'

5. Kɛ́ èewié lɛ̍̀, bó lɛ̀ toí. 'When she is speaking, listen to her.'

6. Nĩ́ èeŋmã nĩ́ĩ̍ lɛ̍̀, kààbi lɛ̀ dã́ã̀. 'Since she is writing, don't ask her yet.'

Drill 53: Insert the Progressive tense form of each verb in the sentence given. (Root-final mid tones are assimilated to low by immediately following low tones in the sentence.)

Example: Wɔ ______ Gã̀. (ya). Wɔmĩĩya Gã. 'We are going to Accra.'

1. E ______ ʃĩ̀ká mĩ̀η. (ʃ̃wɛ́) 'He is squandering money.'

2. Nyɔ̃ηmɔ ______ wàa yɛ dzɛ́mɛ̃̍. (nɛ̃) 'It is raining very heavily there.'

3. Amɛ̃ ______ àmɛ̃tsɛ. (fó) 'They are lamenting their father.'

4. Mĩ́hè ______ mĩ̍. (tĩtĩ́) 'I am on tenterhooks.'

5. Kofí ______ wòlo. (kã́nè̍) 'Kofi is reading a book.'

6. Kofí ______ nĩ́ĩ̍. (kã́nè̍) 'Kofi is reading.'

7. Mí ______ bò. (sumɔ̃) 'I love you.'

8. Moko ______ sɔ́ηη. (tsĩ́nè̍) 'Someone keeps sneezing.'

Drill 54: Repeat.

1. Mĩ́ĩyà̍. 'I am going.'

2. Mĩ́ĩyà̍ ʃĩã̍. 'I am going home.'

3. Míĩyà Gã. 'I am going to Accra.'

4. Mĩ́ĩmɛ̍̀. 'I am waiting.'

5. Mĩ́ĩmɛ̃̍ lɔlè. 'I am waiting for a lorry.'

| | |
|---|---|
| 6. Mĩ́ĩmɛ̃̀ nyɛ̃. | 'I am waiting for you.' |
| 7. Mĩ́ĩkpa. | 'I am giving it up.' |
| 8. Mĩ́ĩkpa ni∫ɛlemɔꜜ. | 'I am giving up smoking.' |
| 9. Mĩ́ĩkpa dã̀ãnumɔ̃. | 'I am stopping drinking.' |

## LESSON SIXTEEN

Dialogue: Asking for Words.

| | |
|---|---|
| A: Té àtsɛ́ɔ̍ enɛ̃ yɛ̀ Gã mĩη tɛ̃́ɛ̃↘. | 'What is this called in Ga?' |
| B: Énɛ̃↘, áloo enɛ̃. | 'This, or this?' |
| A: Énɛ̃. | 'This.' |
| B: Atsɛ́ɔ̀ lɛ kãné. | 'It is called kané.' |
| A: *Kãnɛ̃́......Kã́ne̍......? | |
| B: Daabí. Kané. | 'No. Kãné.' |
| A: Kãné. | |
| B: Ɛhɛ̃́ɛ̃. Kãné. | 'Yes. Kãné.' |
| A: Té àtsɛ́ɔ̍ finger yɛ̀ Gã mĩη tɛ̃́ɛ̃↘. | 'What is finger called in Ga?' |
| B: Atsɛ́ɔ̀ lɛ waó. | 'It is called waó.' |

A: Té àkɛ́ɔ̍ akɛ̍ The man lit a lamp yɛ̀ Gã mĩη tɛ̃́ɛ̃↘.

'How does one say The man lit a lamp in Ga?'

B: Akɛ́ɔ̍ akɛ̍: Nũ̀ṹ lɛ̀ su kãné. 'One says: etc.'

A: Té àkɛ́ɔ̍ akɛ̍ The man bought three lamps yɛ̀ Gã mĩη tɛ̃́ɛ̃↘. 'How, etc.'

B: Akɛ́ɔ̍ akɛ̍: Nũ̀ṹ lɛ̀ hé kã̀néꜝ etɛ̃ꜜ. 'One says, etc.'

### Vocabulary

| | | | | | |
|---|---|---|---|---|---|
| 1. | énɛ̃. | 'this' | 5. | ákɛ̍. | 'that' |
| 2. | áloo. | 'or' | 6. | su. | 'to light' |
| 3. | kãné. | 'lamp', 'light' | 7. | hé↘. | 'to buy' |
| 4. | kɛɛ́↘. | 'to say' | 8. | étɛ̃ꜜ. | 'three' |

Notes:

1. tsɛ́ 'to name, to call'; kɛɛ́↘ 'to say':

(i) tsɛ́ is used in asking for or giving the names of entities, the equivalents of nouns and noun phrases in English.

(ii) kɛɛ́↘ is used in asking for or giving the equivalents of other single words or phrases and sentences in English.

Drill 55: Elicit the Ga equivalents of the English words and phrases, substituting the given forms in the appropriate frames.

Frame A: Asking.

(i) Té àtsɛ́ɔ̍ ____________ (yɛ̀ Gã mĩη) tɛ̃́ɛ̃↘.

(ii) Té àkɛ́ɔ̍ (akɛ̍) ________ (yɛ̀ Gã mĩη) tɛ̃́ɛ̃↘.

(Phrases in brackets are optional.)

Frame B: Answering.

(i) Atsɛ́ɔ lɛ __________.

(ii) Akɛ́ɔ̍ akɛ̍ __________.

| | | | |
|---|---|---|---|
| 1. 'finger' | waó. | 9. 'yes' | ɛhɛ̃́ɛ̃. |
| 2. 'arm' | nĩne. | 10. 'eye' | hĩ́ηmɛ̍i. |
| 3. 'Come here.' | bá biɛ̍. | 11. 'thank you' | óyìwala dɔ̃́ηη. |
| 4. 'shoulder' | kɔ̃ɔ̃́η̍. | 12. 'again' | éko̍ηη. |
| 5. 'It doesn't matter.' | éfe̍e noko̍. | 13. 'legs' | nadzĩ. |
| 6. 'head' | yítso̍. | 14. 'tongue' | lílɛ̍i. |
| 7. 'ear' | toí. | 15. 'How do you do?' | Té ɔ̀yɔ́ɔ̍ tɛ̃ɛ̃↘. |
| 8. 'no' | daabí. | | |

## LESSON SEVENTEEN

### Nouns: Tonal Classes

In most sentences, most nouns retain their Statement citation tones, both for singular and plural forms. Differences between sentence-included tones of nouns and their Statement citation tones are mostly (i) tonal assimilations by certain immediately following words (cf. Lesson Fourteen); or (ii) tonal assimilations by immediately following tones (e.g. a low tone assimilating a preceding mid tone to low).

Since a syllable has only one tone, the tonal classes recognized for words depend on the number and kind of syllables in the words. Ga syllables are of 2 kinds: (i) V (ii) CV.

A V syllable consists of a single phoneme. This phoneme can be (a) any vowel, (b) any nasal consonant.

A CV syllable consists of one vowel phoneme preceded by one consonant phoneme. For this purpose, labialised, labial velar and similar consonants represented with digraphs and trigraphs are regarded as single consonant phonemes. The consonant l, however, is always a single consonant phoneme and therefore does not belong to the same syllable as an immediately preceding consonant phoneme.

Monosyllabic Nouns: These are all of syllabic shape CV, but of 2 tone classes: (i) High (ii) Low

Examples:

| High | | Low | |
|---|---|---|---|
| bí, | 'child' | ta. | 'war' |
| tɛ́. | 'stone' | gbɔ, | 'stranger, guest' |
| kpɔ́. | 'knot' | ŋmɔ̃. | 'farm' |
| ŋmé, | 'palm-nut' | tso. | 'tree' |
| gbɛ̃́. | 'pimple' | gã. | 'Ga' |
| ʃɛ̃́. | 'sugar-cane' | | |

Disyllabic Nouns: Singular nouns. All 5 possible tone classes occur: (i) High-High; (ii) Low-Low; (iii) High-Low; (iv) Low-High; (v) High-Mid

In syllabic composition, they are of 3 kinds:

(a) V CV (most frequently tone class iv)

(b) CV V (most frequently tone class ii)

(c) CV CV (most frequently tone class iv)

Examples:

(a) V CV: the first syllable of such nouns is either a, e, o, or a homorganic nasal:

(i) High-High: áfi. 'year'; énɛ̃. 'this thing'; ótsi. 'week'.

(ii) Low-Low: ŋʃɔ, 'sea'; agba. 'stall'; ago. 'velvet'.

(iii) High-Low: ényɔ̃̀. 'two'; édzwɛ̀. 'four'.

(iv) Low-High: abɛ́. 'proverb'; agbó. 'gate'; ayɛ́. 'witch;

ŋkṹ. 'shea-nut butter'; omɔ̃́. 'rice'; ohá. 'hundred'.

(v) High-Mid: éko̍. 'some'; étɛ̃̍. 'three'.

(b) CV V: the second syllable of such nouns, when a nasal consonant, is always written ŋ .

(i) High-High: búu. 'mosquito-net'; háu. 'girdle'; ʃ̀ía. 'sand'.

(ii) Low-Low: dãã. 'drink'; baa. 'leaf'; ŋoo. 'salt';

dzɔɔ. 'valley'; ŋwɛ̃ĩ. 'sky'; gɔ̃ŋ. 'mountain';

mãŋ. 'town'; tsɛ̃ŋ. 'beard'.

(iii) High-Low: láò. 'bedsheet'; méò. 'sixpence'.

(iv) Low-High: gbeé. 'dog'; faí. 'hat'; sɛ̃ĩ́. 'chair'.

(v) High-Mid: dzwɛ́i̍. 'grass'; dṹŋ̍. 'darkness'.

(c) CV CV:

(i) High-High: ʃítɔ. 'pepper'; sṹne. 'pillow'; kítã. 'oath'.

(ii) Low-Low: wolo. 'book'; gbɔ̃mɔ̃. 'human being'; sãne. 'story';

papa. 'fan'; lɛlɛ. 'boat'.

(iii) High-Low: sísà.'ghost'; tṹmɔ̀ 'rubbish dump'; gbɛ́kɛ̀ 'evening'.

(iv) Low-High: ʃwãné. 'afternoon'; dadé. 'iron'; nyɔ̃ŋmã́. 'ten';

sɛkɛ́. 'madness'; ʃiká. 'money'; mãmá. 'cloth';

dekã́. 'leisure'; fufɔ́. 'breast'; musú. 'taboo'.

(v) High-Mid: gbékɛ̃̍.'child'; gówa̍.'guava'; gúgɔ̃̍.'nose'; lála̍.'song'.

(N.B. The citation-final mid tones of gbékɛ̃̍ 'child', gówa̍ 'guava', are not assimilable to a following low; those of the other nouns are.)

Drill 56: Choose a suitable Drill in Lessons One through Six. Group the nouns according to tone types.

## LESSON EIGHTEEN

1. Nouns: Singular and Plural (cf. Appendix A) Most nouns in Ga have Singular (for one) and Plural (for more than one) forms. There are several types of Plural forms, and Appendix A shows how each of these is related to the corresponding Singular form. The formulaic representations there mean, e.g.

(1) The plural of most nouns is the singular form with a suffix -i . The tone of the -i suffix is low when in contact with a low tone, but mid when in contact with a high.

(2) Some nouns have a change of vowel before suffixing -i.

(3) Some nouns lose a syllable before suffixing -i.

(15) and (16) Some nouns have only one form, either a Singular or a Plural.

Drill 57: Consult the formulas given in the Appendix to find the plurals or the singulars of the following nouns:

1. tsɔ̃ɔ̃́lɔ̍. 'teacher' (1)
2. éyɛŋ̍. 'a white thing' (6)
3. lɔ́lè. 'lorry, truck' (1)
4. nũṹ. 'man' (14)
5. nyɛ̃kwɛ̃́. 'aunt' (9)
6. f́lɔ̍. 'hole' (7)
7. wobíi̍. 'bees' (1)
8. baa. 'leaf' (1)
9. tsɛkwɛ̃́. 'uncle' (9)
10. lálài. 'songs' (1)

Drill 58: Find the plurals of the following nouns.

1. bú. 'hole' (1)
2. búu. 'mosquito-net' (1)
3. nũ. 'water' (1)
4. yɛlɛ. 'yam' (7)
5. sũ. 'soil' (1)
6. loo. 'fish' (1)
7. sísà. 'ghost' (1)

(2) Noun Plurals with suffix -mɛ̃: (cf. Appendix A, Nos. 9 and 17b). The words in this group are mostly kinship terms, personal nouns and names of tribes.

In present day practice, the plural suffix of this group is always written -mɛ̃ĩ. Mɛ̃ĩ as a plural ending not having a variant spoken form does indeed occur in 2 words (cf. Appendix A, No. 11), though the structure of these words is perhaps better represented as Prefix + Root rather than Root + Suffix. Mɛ̃ĩ as an independent word is the plural form ('persons', 'people') corresponding to the singular word mɔ̃ (cf. Appendix A, No. 2).

The plural suffix of this group is, however, in this course written and pronounced -mɛ̃, as in Appendix A. This is the form that native Ga speakers consistently use, except in very slow speech or when they have other reasons for wanting to be hyper-correct. Evidence that mɛ̃ is not merely a slovenly or substandard colloquial variant of mɛ̃ĩ but a true suffix is found in the different tonal behavior of the two forms.

Mɛ̃ĩ, both as an independent plural word and as the putative plural ending, always has low tone.

Mɛ̃ is tonally assimilated to its environment: it has low tone when in contact with a low tone; it has mid tone only when in contact with a high tone.

The tonal behavior of mɛ̃ is exactly that of -i and -dzĩ, the two plural endings whose suffixal status is impeccable and which between them are the most productive plural suffixes in Ga. This tonal behavior is also exactly that of most other suffixes (to nominal and verbal roots) in Ga.

Drill 59: Repeat the following phrases:

| | | | |
|---|---|---|---|
| 1. Gãnyo. | 'a Ga'. | 5. Gãmɛ̃ abíĩ̍. | 'true-born Gas'. |
| 2. Gãmɛ̃. | 'Gas'. | 6. Fãntényò. | 'a Fanti'. |
| 3. Gã bíĩ̍ | 'Accra people'. | 7. Fãntémɛ̃̍ fɛ̃ɛ̃ | 'all Fantis'. |
| 4. Gãnyo bí | 'a true-born Ga'. | 8. Mɛ̃ĩ asãne gbáa ènãa. | 'Other people's problems do not worry him'. |

Drill 60: Find the plural forms of the following singulars:

| | | | |
|---|---|---|---|
| 1. tsɛkwɛ̃́. | 'uncle' | 6. ʃĩ́ã̀tsɛ. | 'houseowner' |
| 2. nyɛ̃kwɛ̃́. | 'aunt' | 7. helatsɛ. | 'sick person' |
| 3. nĩĩ. | 'grandfather' | 8. ʃikátsɛ̀. | 'rich man' |
| 4. nãã, | 'grandmother' | 9. nṹηtsɔ̍ | 'master' |
| 5. mãηtsɛ, | 'chief' | 10. nããnyo. | 'friend' |

## LESSON NINETEEN

1. Cardinal Numbers: The numeral word, used with a noun, follows the noun it describes. The numeral words are:

| | | | | | |
|---|---|---|---|---|---|
| 1 | éko̍ (counting form), ékòmé, | 5 | énũ̀mɔ̃. | 8 | kpaanyɔ̃. |
| 2 | ényɔ̃̀. | 6 | ékpàa. | 9 | nɛ̃ɛ̃hṹ. |
| 3 | étɛ̍. | 7 | kpawo. | 10 | nyɔ̃ηmã́. |
| 4 | édzwɛ̀. | | | | |

When used with a noun, 1 ékòmé has the form komé.

Drill 61: Substitute the given numerals for those in the sentences below.

1. Wɔnã yei ényɔ̃̀. 'We saw two women.'

étɛ̃̍ 'three'

2. Ehé mã̀máí̍ edzwɛ̀. 'She bought four cloths.'

ékòmé 'one'

3. Etsĩ́nè ʃii étɛ̃̍. 'He sneezed three times.'

ékpàa 'six'

4. Mãŋtsɛ́ lɛ̀ mã tsũĩ ényɔ̃̀. 'The chief built two houses.'

nyɔ̃ŋmã́ 'ten'

5. Kodzó yɛ̀ bíyèi nɛ̃ɛ̃hṹ. 'Kodzo has nine daughters.'

énũ̀mɔ̃ 'five'

6. Hĩĩ kpawo t́re lɛ̀. 'Seven men carried him.'

kpaanyɔ̃ 'eight'

2. Pronouns: Possessive forms: The affixal forms of the personal pronouns can be prefixed to noun words to indicate the idea of possession. These prefix forms are the same as those used with verbs.

| | Full form | Affixal form | |
|---|---|---|---|
| 'I, me' | mi | mĩ́-, ḿ-, ń-, ŋ́- | 'my' |
| 'you' (sg.) | bo | ó-, ò- | 'your' (sg.) |
| 'he, him, she, her, it' | lɛ | e- | 'his, her, its' |
| 'we, us' | wɔ | wɔ- | 'our' |
| 'you' (pl.) | nyɛ̃ | nyɛ̃- | 'your' (pl.) |
| 'they, them' | amɛ̃ | amɛ̃- | 'their' |

Drill 62: Repeat:

1. Mígbɛ lɛ̀ da. 'My water-pot is a big one.'

2. Míwù édzè kpo. 'My husband has gone out.'

3. Mítsɛ̀ tsɛ́ mi̍. 'My father called me.'

4. Ógbèé lɛ̀ miibólɔ́. 'Your dog is barking.'

5. Ógbèe ŋɔ̃ɔ̃́↘. 'Your voice is pleasant.'

6. Emã̃má↘ nɛ̃́. 'This is her cloth.'

7. Eye wɔgówa̍ lɛ̍ fɛ̃ɛ̃. 'He ate all our guava.'

8. Tsɔ̃ɔ̃́mɔ̃ mì nyɛ̃ʃĩ́a̍ lɛ̍. 'Show me your house.'

9. Tsɔ̃ɔ̃́mɔ̃ mì nyɛ̃tsũ heé lɛ̍. 'Show me your new building.'

10. Mĩnã amɛ̃tsɛ. 'I saw their father.'

11. Amɛ̃dzo amɛ̃dzoó lɛ̍. 'They did their dance.'

3. Nouns: Possession

(i) A possessive pronoun prefixed to a noun that initially has a V syllable replaces the V syllable.

(ii) The order in a possessive phrase of 2 nouns is Possessor Noun + Possessed Noun.

(iii) When the Possessor Noun is a plural form, the possessive structure is marked by a syllable a- prefixed to the Possessed Noun.

(iv) When the Possessor Noun is a singular form, the possessive structure is marked overtly only by the juxtaposition of nouns.

Drill 63: Repeat:

1. akwadú; ókwàdú. 'banana; your banana'.

2. ŋkɛ́ti̍ɛ; ŋ́kɛti̍ɛ. 'peanuts; my peanuts'.

3. akutú; ekutú. 'orange; his orange'.

4. omɔ̃́ lɛ̀ ŋɔ̃ɔ̃́↘; ómɔ̃ lɛ̀ ŋɔ̃ɔ̃́↘. 'the rice tastes good; your rice tastes good'.

5. mfonĩ́ĩ; ófònĩ́ĩ. 'photograph; your photograph'.

6. ohĩã́; amɛ̃hĩã́. 'poverty; their poverty'.

7. okadí; wɔkadí. 'mark; our mark'.

8. adékà; nyɛ̃dékà. 'box; your box'.

9. éŋmɔ̃̍mĩ; míŋmɔ̃̍mĩ. 'okro; my okro'.

10. agbó; ógbo. 'gate; your gate'.

Drill 64: Repeat:

| | |
|---|---|
| 1. Sówà mãmĩ́. | 'Sowa's mother' |
| 2. Sówàmɛ̃ amãmĩ́. | 'mother of the Sowas.' |
| 3. yoómo sã̀ne. | 'old woman's way of thought.' |
| 4. yeímedzì asãne. | 'old wives' tales.' |
| 5. sódzàfóì atsũĩ. | 'barracks' |
| 6. loóf̀lɔ̃ fĩdzĩ. | 'bird's wings' |

## LESSON TWENTY

Dialogue: Outdooring.

A. Ónũ̀ kpodziémꜜɔ̃ lɛ̀ he?
'Have you heard about the outdooring?'

B. Ɛ̃hɛ́ɛ̃. Atsṹ àbakɛɛ́ mꜜĩ.
'Yes. Someone was sent to tell me.'

A. Obaáyà?
'Are you going?'

B. Ɛ̃hɛ́ɛ̃. Bo hṹ ɔ̀oya?
'Yes. Are you?'

A. Ɛ̃hɛ́ɛ. Kɛ́ ɔ̀te ʃĩ mãŋkɛ̃́ lꜜɛ, tsɛ́ mꜜĩ.
'Yes. When you wake up in the night, call me.'

B. Mã́tè ʃĩ ḿlã.
'I'll get up early.'

A. Míyadzꜜie kpɔ́ mãhã minyɛ̃ꜜmĩmɛ̃ꜜ lꜜɛ. Amɛ̃miiya nĩ́tsũmɔ̃.
'I am going to outdoor for my brothers. They are going to work.'

B. Mĩ hṹ nã̀kãĩ nɔ̃́ŋŋ.
'I am doing the same.'

Vocabulary

| | | | |
|---|---|---|---|
| 1. nũ. | 'to hear' | 6. kɛ́. | 'if, when' |
| 2. kpodziémɔ̃. | 'outdooring ceremony' | 7. te ʃĩ. | 'get up, wake' |
| 3. he. | 'about' | 8. mãŋkɛ̃. | 'night' |
| 4. tsṹ. | 'to send' | 9. ḿlã. | 'early' |
| 5. hṹ. | 'too, also' | 10. nĩtsũmꜜɔ̃. | 'work' |

Notes

1. Outdooring is an important ceremony performed for a newborn child on the 8th day after birth.

2. The Day:

(i) The Ga names for the days of the week are:

| | | | |
|---|---|---|---|
| Monday | Dzú | Friday | Sohaa |
| Tuesday | Dzúfɔ̍ | Saturday | Hɔɔ |
| Wednesday | ʃɔ̀ | Sunday | Hɔgbaa |
| Thursday | Soo | | |

(ii) Expressions for different parts of day and night are:

leébi̍. 'morning'; leébi̍ mãηkpa. 'very early in the morning'

ʃwãné: 'noon, afternoon'; ʃwãné fĩntĩηη. 'the hottest part of the afternoon'

gbɛ́kɛ̀. 'evening'; gbɛ́kɛ̀ tũηη 'late in the evening'

mãηkɛ̃. 'night'; mãηkɛ̃ ḿlã 'early morning before dawn.'

wuɔ́gbɛ̀ɛ́mɔ̃̍. 'at cockcrow'; dzetsɛ́lɛ̀mɔ̃. 'dawn'.

(iii) Some other expressions of time are:

| | | | |
|---|---|---|---|
| ηmɛ̃́nɛ̃̍. | 'today' | nyɛ̃. | 'yesterday' |
| nyɛ̃sɛɛ. | 'in the past; ago' | wɔ́. | 'tomorrow' |
| | | wɔ́sɛ̀ɛ. | 'in the future' |

## LESSON TWENTY ONE

### Verbs: Tonal Classes: (cf. Appendix B)

Verb roots are classified into tone classes according to the number of syllables in the root and the tones of the root in the Past tense. All roots grouped into one class have the same tonal patterns in all tenses.

Monosyllabic Roots:

(i) These roots all have the syllabic form CV.

(ii) Note that 2 such roots may differ because the vowel of one is oral and the vowel of the other is nasal.

(iii) Note that 2 such roots may have the same consonant and vowel constituents but differ because each belongs to a different tonal class.

(iv) The roots have either High or Low tone, but constitute 3 tonal classes. Class III roots have the same tonal patterns in most tenses as Class II, but in some they have the patterns of Class I.

(v) There are a few dialectal differences among Ga speakers as to the tonal classification of particular roots.

(a) Class I: High

bí, 'to ask' ; bé, 'to quarrel'; fɔ́, 'to give birth to'

ʃwɛ́, 'to play' ; wó, 'to lift' ; dã́, 'to pose'

nyɛ̃́, 'to be able'; dá, 'to race' ; mṹ, 'to submerge'

(b) Class II: Low

bɛ, 'to grip' ; nyɛ̃, 'to hate' ; mũ, 'to breathe'

bã, 'to cut' ; fɔ̃, 'to throw' ; wo, 'to praise'

ba, 'to beg' ; da, 'to be big' ;

(c) Class III: Low

le, 'to know' ; ba, 'to come' ; nũ, 'to hear, understand'

wɔ, 'to sleep' ; ye, 'to eat' ; be, 'to be fully cooked'

Disyllabic Roots:

(i) Syllabic forms: CVV; CVCV. Note that V syllables are never initial in Verb roots.

(ii) Four tone classes:

Class I: High-High
Class II: Low-High
Class III: High-Mid
Class IV: Low-Low

CV V:

(a) Class I: High-High:

yóo, 'to recognise'

(b) Class II: Low-High:

hoó↘. 'to cook' ; hɔ̃ɔ̃́↘. 'to sell' ; feé↘. 'to do'

wìé↘. 'to speak' ; gbɛɛ́↘. 'to sound' ; lɛɛ́↘. 'to be wide'

nyĩɛ̃́↘. 'to walk' ;

(c) Class III: High-Mid:

púe̍. 'to emerge'; tĩ́ã̍. 'to pile up'; pĩ́ŋ̍. 'to suffer'

(c) Class IV: Low-Low:

dzwɛ̃ŋ. 'to think' ; hao. 'to molest' ; sɔɔ. 'to catch something in flight'

CV CV:

(a) Class I: High-High:

mã́le. 'to lie' ; tsɔ́se. 'to train' ; sṹmɔ̃. 'to serve'

(b) Class II: Low-High:

pilá. 'to wound' ; tĩtĩ́. 'to scratch'; kasé. 'to learn'

(c) Class III: High-Mid:

sĩ́sɛ̃̍. 'to beg' ; gṹmɔ̃̍. 'to peel' ; súsu̍. 'to calculate'

tsáke̍. 'to change'; fɛ̃́ne̍. 'to untie' ; nĩ́nã̍. 'to catch up with'

kpókpo̍. 'to shiver'

(d) Class IV: Low-Low:

gbɔbi. 'to hunt' ; sɔ̀le. 'to pray' ; sũmɔ̃. 'to love'

Drill 65: Repeat. Identify the verb roots and group them by number of syllables and tone:

| | |
|---|---|
| 1. Efeé dĩŋŋ. | 'He became quiet.' |
| 2. Mi mikɔ́ wɔ̀ló lɛ̍. | 'I am the person who took the book.' |
| 3. Aʃwié lɛ̀. | 'He was sent away.' |
| 4. Etiu amɛ̃. | 'He pursued them.' |
| 5. Amɛ̃huu ta. | 'They made war.' |

Drill 66: Repeat. Identify the verb roots and group them by number of syllables and tone.

| | |
|---|---|
| 1. Ebí lɛ̀ da. | 'Her child is big.' |
| 2. Bo hṹ ɔ̀oya? | 'Are you too going?' |
| 3. Nã́mɔ̃̀ ŋã́ ʃĩnã̀ã́ lɛ̍? | 'Who closed the door?' |
| 4. Oodzidzé minã̀a. | 'You are annoying me.' |
| 5. Gbék̍ɛ̃̀bii̍ lɛ̀ miifíte nɔ̃fɛ̃ɛ̃nɔ̃. | 'The children are spoiling everything.' |
| 6. Wɔdã̃mɔ̃ ʃĩ kpɛ̃́ŋŋ. | 'We stood firm.' |
| 7. Amɛ̃yóo mi̍. | 'They recognised me.' |

## LESSON TWENTY TWO

### 1. Consonant Clusters with l or r:

(i) l and r are variants of the same sound in Ga. They can replace each other without causing any change in meaning. Only l occurs in word-initial position.

(ii) l and r occur as the final element in certain consonant clusters.

l occurs after Bilabials, Labiodentals, Velars and Labial velars.

r occurs after Alveolars and Palatals.

The above pattern is the Ga norm. However, several words occur that reverse the normal pattern. Thye are for the most part foreign borrowings.

(iii) CLV sequences are disyllabic CVCV sequences in which, in rapid speech, the vowel of the 1st syllable is not heard, i.e. C(V)LV. This happens mostly in those sequences where the vowels of the 2 syllables are the same. The 'missing' vowel is present in slow speech.

(iv) In this course, the tone of the 1st syllable is marked on the C unit when the reduced form CLV is recorded, but marked on the V unit if the full form is used.

Drill 67: Repeat. These are the reduced forms used in rapid speech. Group the nouns and verbs by number of syllables and tones.

| | | | |
|---|---|---|---|
| 1. ablé, | 'corn' | 2. oblányɔ̀. | 'young man' |
| 3. loóf̀lɔ̃́ lɛ̀ f́liki̍. | 'the bird flew' | 4. t́rema, | 'cowrie' |
| 5. f́lɔ̍, | 'hole' | 6. mlu, | 'dust' |

|  |  |  |  |
|---|---|---|---|
| 7. mlá· | 'law' | 8. ḿlã, | 'early' |
| 9. Àmɛ̃dŕa̍, | 'they are big' | 10. d̀rómɔ̃̍. | 'good fortune' |
| 11. dɔ̀ra. | 'market, price' | 12. àtʃwrɛ́, | 'fist' |
| 13. ŋmlɔ̃, | 'laughter' | 14. ḱlà. | 'spirit' |

Drill 68: Repeat. These are the full forms used in slow speech.

|  |  |  |  |
|---|---|---|---|
| 1. amɛ̃tála̍ dzɛmɛ̃̎ | 'They are sitting there.' | 2. ŋmɛlɛ. | 'bell' |
| 3. Efílì kɔɔ́yɔ̀ɔ. | 'He blew out his breath.' | 4. hũlũ, | 'sun' |
| 5. étsùru, | 'red' | 6. ŋwãlãmĩ́: | 'star' |
| 7. Ele selemɔ̃. | 'He knows how to swim.' |  |  |

## LESSON TWENTY THREE

Dialogue: Food

A. Mɛ́nĩ̀ abaáye̍ gbɛkɛ̀ nɛ́ɛ̎.
'What will we have for dinner?'

B. Abaáye̍ kɔ̃mĩ̀ kɛ ʃítɔ kɛ̀ kénã̎ŋ.
'We will have kenkey and pepper and fried fish.'

A. Mɛ́ɛ̀ba. Nóklok̍lo bɛ?
'Why? Is there nothing else?'

B. Wónũ̀ yɛ dzɛ́mɛ̃̎, ʃĩ́ mòko bɛ́ ni bàáʃi fùfuí.
'There is soup, but there is no one to pound fufu.'

A. Mã́kpa mlãˎ mɔ́ nĩ mĩyaʃi.
'I'll close early then and go and do it.'

B. Óò. Éfe̍e noko̍. Kɛ́ òsṹmɔ̃ɔ̃ kenã̎ŋ lɛ̍, òbaányɛ̃ òkɛ kɔ̃́mĩ̎ lɛ̍ aye̍ wonũ̎ lɛ̀.
'Oh. It doesn't matter. If you don't like the fried fish, you can eat the soup with the kenkey.'

### Vocabulary

|  |  |  |  |
|---|---|---|---|
| 1. kénã̎ŋ· | 'fried fish' | 7. ʃĩ́· | 'but' |
| 2. kɔ̃́mĩ̀· | 'kenkey' | 8. ʃí· | 'to pound' |
| 3. mɛ́ɛ̀ba· | 'why?' | 9. bɛ́ˎ, | 'not to be' |
| 4. nóklok̍lo· | 'something else' | 10. fufui, | 'fufu' |
| 5. wónũ̀· | 'soup' | 11. kpá. | 'to close from work' |
| 6. moko· | 'someone' | 12. mɔ́· | 'then' |

Notes

1. Food: 'Kenkey', made from maize, is the staple food of the Gas. 'Fufui', made from tubers such as yam and cassava, is another favorite dish. Some other standard Ga dishes are:

a) fufú: related to fufui.

b) dzĩdzĩ́: related to fufui.

c) kpékp̀le: made from maize; a ceremonial dish for the Homowo festival.

d) kéle̍wèle: fried plantain chips, eaten like American potato chips or English potato crisps.

e) tátale: fried plantain tarts.

Ga soup contains fish and meat as well as beans, etc. The pepper sauce eaten with kenkey and fried fish is very hot.

2. Verbs: The Future Tense:

(i) A verb in the Future tense is marked by the prefix bàá-.

(ii) With the 1st person singular pronominal prefix, the future tense prefix is bá-.

(iii) The succession of 1st person singular pronominal prefix and future tense prefix, mĩ́ba-, has a reduced variant mã́- which occurs more frequently than the full form.

Drill 69: Repeat. Future tense forms are underlined.

| | |
|---|---|
| 1. Mɛ̃́nĩ̀ abaáye̍ gbɛkɛ̀ nɛ́ɛ̍́. | 'What will we eat tonight?' |
| 2. Abaáye̍ kɔ̃mĩ̀ kɛ ʃítɔ kɛ̀ kénã̍η. | 'We will eat kenkey and pepper and fried fish.' |
| 3. Moko bɛ́ ni bàáʃi fùfuí. | 'There is no one to pound fufu.' |
| 4. Mã́kpa mlã. | 'I will close early.' |
| 5. Obaányɛ̃ ɔ̀kɛ kɔ̃́mĩ̍ lɛ aye̍ wonũ̍ lɛ̍. | 'You can eat the soup with the kenkey.' |
| 6. Mã́ʃi fùfuí wɔ. | 'I will make fufu tomorrow.' |
| 7. Nṹũ lɛ̀ baányɛ̃̀ bo. | 'The man will hate you.' |
| 8. Ebaáyè dzĩdzĩ. | 'He will eat dzidzi.' |
| 9. Nã́mɔ̃̀ baáʃĩ̍ kele̍wèle éhã lɛ̀. | 'Who will fry kelewele for him?' |

10. Mã́ʃĩ enɛ̃ eko̍ mãhã lɛ̀. 'I will leave some of this for him.'

Drill 70: Insert the Future tense forms in the sentences below.

1. E ______ èhe. (pilá) 'He will hurt himself.'

2. Mí ______ bɔ̀ Gã. (tsṹ) 'I shall send you to Accra.'
(Give both forms)

3. Kofí _______ nyɛ̃. (láka̍) 'Kofi will deceive you.'

4. Mí _______ kɔ̃́mĩ̀ gbɛ́kɛ̀ nɛ̃́ɛ̃̍. (ye) 'I shall eat kenkey tonight.'
(Give both forms)

5. Mí _______ dzɛ́mɛ̃̍ gbɛkɛ̀ nɛ̃́ɛ̃̍. (ba) 'I shall come there tonight.'
(Give both forms)

6. Té ɔ̀ _______ tɛ̃́ɛ̃↘. (feé↘) 'What will you do?'

7. O _______ Gã̀? (ya) 'You will go to Accra?'

8. Mí _______ lɛ̀ sãne. (bí) 'I will question him.'
(Give both forms)

## LESSON TWENTY FOUR

### Verbs: The Negative Aorist tense

1. A verb in the Negative Aorist tense is marked by high pitch, in the form of High or Mid tone, and by lengthening of the final V unit of the root, represented orthographically with an extra V symbol. Depending upon the style of speech, the lengthening may be considerable.

2. The Negative Aorist tense is in meaning the negative equivalent of the Positive Past, Progressive and Habitual tenses.

Drill 71: Repeat.

1. A. Oomã́le. B. Mímãlee↘. A. 'You are lying.' B. 'I am not lying.'

2. A. Ole ákɛ̍ ɔ̀mã́leɔ̀? A. 'Do you know that you tell lies?'

B. Mímãlee↘. B. 'I do not lie.'

3. A. Omã́le ɔ̀hã́ mì nyɛ̃. A. 'You lied to me yesterday.'

B. Mímãlee↘. B. 'I did not lie.'

4. Tsṹ lɛ̍ eda̍a↘. 'The room is not big enough.'

5. Yoó lɛ̍ kwɛɛ↘. 'The woman didn't look.'

6. Míya̍a↘, nì míbii lɛ̍ noko̍ hũ. 'I am not going, and I am not asking him anything either.'

7. Bɛ́ okɛ̍ɛ nokò? 'You didn't say anything, did you?'

8. Mɔ̃ní tsũũ nĩĩ̍ lɛ̍, èyée nĩĩ̍. 'He who does not work, does not eat.'

Drill 72. Repeat. Negative Aorist tense forms are underlined.

1. Gbékɛ̍bii̍ lɛ̍ bii lɛ̀ sãne. 'The children did not question him.'

2. Gbékɛ̍bii̍ lɛ̍ egbe̍e tɔ̃ŋtɔ̃ŋ lɛ̍. 'The children did not kill the mosquito.'

3. Kodzó baa ŋmɛ̃nɛ̍. 'Kojo did not come today.'

4. Gbɔ̃mɔ̃́ lɛ̍ dzwɛ̃ŋŋ kwlaa. 'He is an out and out fool!'

5. Gbɔ̃mɔ̃́ lɛ̍ tsake̍e ènífèémɔ̃̍. 'The fellow did not change his behavior.'

Drill 73: Insert the Negative Aorist tense forms of the verbs in the following sentences.

1. Kofí _______ nyɛ̃̀. (láka̍) 'Kofi was not deceiving you.'

2. Mí _______ dzɛ́mɛ̃̍ gbɛkɛ̀ nɛ̃́ɛ̃̍. (ba) 'I am not coming there tonight.'

3. E _______ mì sãne. (bí) 'She did not ask me anything.'

4. Kofí _______ mísã̀ne. (sũmɔ̃) 'Kofi does not like me.'

5. Kofí _______ sìgarɛ́ɛ̀ti. (ʃɛ́le) 'Kofi does not smoke cigarettes.'

6. Mí _______ lɛ̀. (yóo) 'I did not recognise her.'

7. E _______↘. (fó) 'She did not cry.'

## LESSON TWENTY FIVE

### Nouns formed from Verbs

Nouns formed from Verbs may or may not have Plural forms corresponding to their Singulars.

1. Gerunds:

(i) One type of noun, Gerunds, may be derived from Verbs by the addition of a suffix, with or without front-shifting of the Nominal Object of the Verb.

(ii) For polysyllabic and monosyllabic High tone Verbs the suffix is -mɔ̃.

(iii) For monosyllabic Low tone Verbs, the suffix is the same as the V unit of the root (i.e. the vowel of the root is phonetically lengthened.)

Examples:

from polysyllabic Verbs, without frontshifting of a Nominal Object:

| | | | |
|---|---|---|---|
| bɛɛ́↘. | 'to sweep' | bɛɛ́mɔ̃̍. | 'sweeping' |
| dzɔɔ́↘. | 'to bless' | dzɔɔ́mɔ̃̍. | 'blessing' |
| sɔle. | 'to pray' | sɔlemɔ̃. | 'prayer' |
| dzwɛ̃ŋ. | 'to think' | dzwɛ̃ŋmɔ̃, | 'thinking; thought' |

from multisyllabic Verbs, with frontshifting of Nominal Object:

| | | | |
|---|---|---|---|
| wié Gã̀. | 'to speak Ga' | Gã̀wiémɔ̃̍. | 'speaking Ga' |
| feé eʃá̍. | 'to do evil' | éʃàfeémɔ̃̍. | 'doing evil; sinning' |

from monosyllabic High tone Verbs, with or without frontshifting of Object:

| | | | |
|---|---|---|---|
| bí sã̀ne. | 'to ask a question' | sã̀nebímɔ̃̍. | 'questioning; interrogation' |
| dĩ́. | 'to be black' | dĩ́mɔ̃̍. | 'blackness' |
| dzɛ́. | 'to insult (someone)' | dzɛ́mɔ̃̍, | 'insult' |

from monosyllabic Low tone Verbs, with or without frontshifting of Object:

| | | | |
|---|---|---|---|
| gbe gbɔ̃mɔ̃. | 'to kill a human' | gbɔ̃mɔ̃gbee. | 'homicide; murder' |
| ʃwã. | 'to boast' | ʃwãã. | 'boasting' |
| le nĩ́ĩ̍. | 'to know' | nĩ́lèe. | 'knowledge' |
| ba. | 'to come' | baa. | 'coming' |

(iv) the -mɔ̃ suffix is subject to tonal assimilation: it has mid tone only when in contact with a high tone, low tone when in contact with any other tone.

(v) multisyllabic Verbs in which the final syllable is mɔ̃ reduce this syllable to a V unit before the gerundial suffix -mɔ̃:

| | | | |
|---|---|---|---|
| dãmɔ̃ ʃĩ. | 'to stand' | ʃĩdããmɔ̃. | 'standing' |
| sũmɔ̃. | 'love' | sũɔ̃mɔ̃. | 'love' |
| wámɔ̃̍. | 'crawl' | wáàmɔ̃. | 'crawling' |

2. Other Gerunds, Abstract and Cognate Nouns:

(i) Abstract Nouns may be derived from certain monosyllabic Verbs by suffixing -lɛ.

(ii) Gerunds, Cognate Nouns and other Abstract Nouns may be derived from certain other monosyllabic Verbs by suffixing -lɛ or equivalent suffixes, with or without word-internal changes.

| | | | |
|---|---|---|---|
| tí. | 'to be thick' | tílꜝɛ, | 'thickness' |
| fá, | 'to be plenty' | fálꜝɛ. | 'abundance' |
| gbɔ. | 'to age' | gbɔlɛ. | 'age' |
| ye yɛlɛ. | 'to eat yam' | yɛlɛ yéli, | 'yam festival' |
| lá, | 'to sing' | lálꜝa. | 'song' |
| gbó, | 'to die' | gbélꜝe. | 'death' |
| bé. | 'to quarrel' | béꜝi. | 'quarrel' |

3. Agent Nouns:

Agent Nouns may be derived from Verbs by suffixing -lɔ, with or without frontshifting of a Nominal Object:

| | | | |
|---|---|---|---|
| dzu. | 'to steal' | dzulɔ, | 'thief' |
| gbe gbɔ̃mɔ̃. | 'to kill a human' | gbɔ̃mɔ̃gbelɔ. | 'homicide; murderer' |
| dzo foi. | 'to run a race' | foidzelɔ. | 'runner' |

## LESSON TWENTY SIX

### Verbs: The Negative Future Tense

(i) A Verb in the Negative Future tense is marked by the suffix -η as well as high pitch in the root.

(ii) The -η suffix is tonally assimilated similarly to other suffixes: it has low tone when in contact with a low, mid when in contact with a high or mid tone.

(iii) Verb roots of tonal Classes Monosyllabic II (Low) and Disyllabic II (Low-High) have in the Negative Future tense an extra marker, the prefix é-. The class prefix é- does not occur together with a pronominal prefix to the root.

Drill 74: Repeat.

1. Gbɔbilɔ nɛ́ꜜɛ egbꜝeη kooloo ko kooloo ko.
'This hunter will not kill any animal.'

2. Míbiŋ̀ lɛ nóko̍.
'I shall not ask him anything.'

3. Míkwɔ̍ŋ̍, nì lɛ hṹ edwɔ̍ŋ̍.
'I will not climb, and he will not climb either.'

4. Gbɔbilɔi nɛ̃́ɛ̃̍ egbe̍ŋ̍ noko̍noko̍.
'These hunters will not kill anything.'

5. Míbaŋ̍ odzɛmɛ̃̍ lɛ́̍ gbɛkɛ̀ nɛ̃́ɛ̃̍.
'I will not come to your place tonight.'

6. Kɛ́ èfeé nã̀kãĩ́ lɛ́̍, èléŋ̍ noko̍noko̍.
'If she behaves that way, she will not learn anything.'

7. Wɔwɔ́ŋ̀ kɛyaʃí nyɛ̃̀baába̍.
'We will not sleep till you come.'

Drill 75: Repeat.

1. Otsɛ sṹmɔ̃ŋ̍ ni ofe̍e nã̀kãĩ.
'Your father will not like you to do that.'

2. Éka̍seŋ̍ nĩĩ̍ ŋmɛ̃nɛ̃̍?
'Will she not study today?'

3. Adzɔ́kɔ̍ eho̍oŋ̍ nii̍ ŋmɛ̃nɛ̃̍.
'Adzorkor will not cook today.'

4. Kɛ́ nyɛ̃̀bɔ̃́ĩ̀ nɔ̃mɔ̃́ lɛ́̍, míkpãtã̍ŋ̍.
'If you start fighting, I will not intervene.'

5. Nĩ́hɔ̃̀ɔ̃́lɔ̀í lɛ́̍ tsake̍ŋ̍ oʃìká lɛ́̍.
'The petty-traders will not change your money.'

6. Eyóoŋ̀ bo kɔkɔɔkɔ.
'He will never recognise you.'

Drill 76: Insert the Negative Future tense forms in the sentences below.

1. Ó _______ Gà ŋmɛ̃́nɛ̃̍? (ya) 'Will you not go to Accra today?'

2. Eŋã́ lɛ́̍ _______ lɛ̀. (ʃĩ́) 'His wife will not leave him.'

3. Á _______ lɛ̀. (gbe, II) 'He will not be killed.'

4. Ká̍pi̍nta̍ lɛ́̍ _______ èhe. (pilá) 'The carpenter will not hurt himself.'

5. E _______ óʃĩká lɛ́̍. (fíte) 'He will not waste your money.'

6. Nã́mɛ̃̀ĩ _______ nĩ́ĩ̀ yɛ bíɛ́̍. (ye, III) 'Who will not eat here?'

7. Mãηtsɛ́ lɛ̍ ______ nò he. (wié) 'The chief will not talk about that subject.'

## LESSON TWENTY SEVEN

### Verbs: The Perfect Tense

(i) With noun subjects a Verb in the Perfect tense is marked by the prefix é-

(ii) The Perfect tense prefix does not occur with a pronominal prefix: wɔ́mà̍lé̍. 'We have lied.'

(iii) Pronominal prefixes to Perfect tense Verbs have high tone.

Drill 77: Repeat.

| | |
|---|---|
| 1. Émã̍le. | 'He has told lies.' |
| 2. Nũṹ lɛ̍ emã̍le. | 'The man has told lies.' |
| 3. Hĩĩ́ lɛ̍ emã̍le. | 'The men have told lies.' |
| 4. Ésɔ̀le. | 'He has prayed.' |
| 5. Osɔ́fo̍ lɛ̍ esɔ̀le. | 'The priest has prayed.' |
| 6. Osɔ́fo̍i̍ lɛ̍ esɔ̀le. | 'The priests have prayed.' |
| 7. Étsa̍ke̍. | 'He has changed.' |
| 8. Ópàpá ebi̍ mì sãné lɛ̍. | 'Your father has asked me about the case.' |
| 9. Ópàpá epìlá èhe. | 'Your father has hurt himself.' |
| 10. Ómã̀mĩ́ ebo̍te̍ ʃĩã̍ lɛ̍. | 'Your mother has gone into the house.' |

Drill 78: Repeat.

1. Míka̍ì bo, ʃí bo lɛ̍ òkái̍i mi̍.
'I have remembered you, but you do not remember me.'

2. Kodzó ebà bíɛ̀?
'Has Kodzo come here?'

3. Nɛ̃́gbɛ̀ Áma̍ etèe.
'Where has Ama gone?'

4. Eηã éfɔ̍ yɛ̀ Kɔle Bú.
'His wife has given birth to a baby at the Korle Bu Hospital.'

5. Té ofèé lɛ̍ tɛ̃ɛ̃↘.
'What have you done with her?'

6. Ágbo̍ yɛ̀ amɛ̃ʃĩ́ã̍ lɛ̍.
'There is a death in their house.'

Drill 79: Insert the Perfect tense forms of the Verbs in the sentences:

1. Ó ______ kpòdziémɔ̃̍ lɛ̀ he? (nũ) 'Have you heard about the outdooring?'

2. Daabí. Nã́mɔ̃̀ ______? (fɔ́) 'No. Who has had a baby?'

3. Wónũ̍ lɛ̍ ______. (be) 'The soup is cooked.'

4. Nã́mɔ̃̀ ______ ʃĩ́ã̍ lɛ̍. (bóte̍) 'Who has gone into the house?'

5. Adzɔ́kɔ̍ ______ dùadé lɛ̍ fɛ̃ɛ̃. (tsɔ̃mɔ̃) 'Adzorkor has peeled all the cassava.'

6. Bɔ́ta̍ lɛ̍ ______. (fíte) 'The butter has gone rancid.'

7. Kodzó ______ mã̀ŋ nɛ̃́ɛ̃̀ miŋ waa. (sũmɔ̃) 'Kodzo has fallen in love with this town.'

## LESSON TWENTY EIGHT

### Verbs: The Negative Perfect tense

(i) A Verb in the Negative Perfect tense is marked by the suffix -kò, as well as high pitch in the root.

(ii) The tone of the suffix -kò is always low.

(iii) The negative class-marking prefix é- occurs in this tense (cf. Lesson 25, note iii).

Drill 80: Repeat.

1. Nũṹ lɛ̍ bikò mokomoko nóko̍.
'The man has not asked anyone anything.'

2. Gbɔbilɔ nɛ̃́ɛ̃̍ egbe̍kò kooloo ko kooloo ko.
'This hunter has not killed any animal.'

3. Míbikò lɛ nóko̍.
'I have not asked him anything.'

4. Gbɔbilɔi nɛ̃́ɛ̃̍ egbe̍kò nóko̍noko̍.
'These hunters have not killed anything.'

5. Míyekò kéle̍wèle ótsi nɛ̃̍ɛ̃̍.
'I have not eaten kelewele this week.'

6. Éwi̍ekò amɛ̃he éfɔ̃̀ŋ́ŋ̍.
'He hasn't said one bad word about them.'

## LESSON TWENTY-EIGHT

Drill 81: Repeat.

1. Ékꜝásekò nĩ́ꜝĩ ŋmɛ̃nꜝɛ̃? 'Has he not studied today?'
2. Skúùbíì ꜝlɛ́ ekꜝásekò amɛ̃níì lɛ̀? 'Have the pupils not studied today?'
3. Adzɔ́kꜝɔ́ ehꜝókò wónꜝũ ꜝlɛ́. 'Adzorkor has not cooked the soup.'
4. Nĩ́hɔ̃̀ɔ̃́lɔ̀í ꜝlɛ́ tsakꜝékò óʃìká ꜝlɛ́. 'The vendors have not changed your money.'
5. Eyóokò bo lólo. 'She has not recognised you yet.'
6. Nṹũ ꜝlɛ́ gblɛkò míb̀lé ꜝlɛ́. 'The man has not ground my corn into flour.'
7. Kofí srekò dã́ã̀. 'Kofi has never swum.'
8. Hwískì étꜝɔ́kò lɛ dã́ã̀. 'He has never been drunk on whisky.'

Drill 82: Insert the Negative Perfect tense forms of the verbs in the following sentences.

1. Eŋã́ ꜝlɛ́ ________ lɛ̀. (ʃĩ́) 'His wife has not left him.'
2. Á ________ lɛ̀. (gbe) 'He has not been killed.'
3. Ó ________ Gã̀ ŋmɛ̃́nꜝɛ̃́↘? (ya) 'Have you not been to Accra today?'
4. Nã́mɔ̃̀ ________ wɔ̀lo kẃlaa ŋmɛ̃nꜝɛ̃. (kã́nꜝɛ́) 'Who has not read a book at all today?'
5. E ________ ɔ̀ʃíkꜝá lɛ̀. (fíte) 'He has not squandered your money.'
6. Mã́ŋtsɛ́ ꜝlɛ́ ________ nòhe. (wié) 'The chief has not talked about that.'
7. Kápꜝintꜝá ꜝlɛ́ ________ èhe. (pilá) 'The carpenter has not hurt himself.'
8. Mí________ wꜝàa nɛ̃kɛ̃́ dꜝã́ã̀. (wɔlɔ) 'I have never coughed so badly.'

## LESSON TWENTY-NINE

Dialogue: Seeing the Sights.

A: Gbaá mꜝi nɔ̃nĩ nyɛ̃̀feé nyɛ̃̀. 'Tell me what you did yesterday.'

B: Wɔ́fꜝée nokꜝó tsɔ̃. Wɔ̀ʃrà ʃĩ́ kɛkɛ kɛtee aklowá ꜝlɛ́. 'We didn't do anything much. We only strolled to the village.'

A: ŋmɛ̃́nꜝɛ̃ ꜝlɛ́, nyɛ̃́yàa Gã mɔ́. 'Today, go to Accra.'

B: Ɛ̃hɛ̃́ɛ̃, wɔ̀baáyꜝá Bã̀ŋk, ní eyadzꜝie ʃìká. Kɛkɛ́ ꜝlɛ́ wɔ́tèe Kɔ́ɔ̀t, kɛ̀ Láiꜝbre, kɛ̀Kɔle Bú hũ. 'Yes, we shall go to the Bank, so that he can withdraw money. And then we shall go to the Court, the Library and Korle Bu Hospital.'

| | |
|---|---|
| A: Wɔ́ lꜝɛ́, kɛ̀ lɛ ábà Tɛmã ní ebakwɛ haabɔ̀ lꜝɛ́. | 'Tomorrow, bring him to Tema o see the harbour.' |
| B: Yoo. | 'Okay.' |

## Vocabulary

| | | | |
|---|---|---|---|
| gba· | 'to narrate' | kɛkɛ· | 'only' |
| ʃrà ʃĩ· | 'to take a walk' | aklowá· | 'village' |

## Notes

1. The places mentioned in the dialogue are interesting sights in Accra. Tema is east of Accra.

2. Verbs: The Direct Imperative.

   (i) The Direct (2nd person) Imperative Positive Singular of monosyllabic verbs is marked by tonal pattern (High for Class I and III roots, Low-High--with the rise on the lengthened vowel of the root--for Class II roots).

   (ii) The Direct Imperative Positive Singular of polysyllabic verbs is marked by the suffix -mɔ̃.

   (iii) The Direct Imperative Positive Plural is marked by (a) the 2nd person plural pronominal prefix nyɛ̃ - together with (b) the suffix -a.

   (iv) The -a suffix is subject to tonal assimilation as are other suffixes. The 2nd person plural pronominal prefix has high tone in this context.

Drill 83: Repeat. Direct Imperative Positive forms are underlined.

| | |
|---|---|
| 1. Bí lꜝɛ́ heni èdzɛ. | 'Ask him where he is from.' |
| 2. Yaá ɔfìsí lꜝɛ́. | 'Go to the office.' |
| 3. Nyɛ̃́bià lɛ hénĩ èdzɛ. | 'Ask him where he is from.' |
| 4. Nyɛ̃́yàa ɔ́fìsí lꜝɛ́. | 'Go to the office.' |
| 5. Kã́nèmɔ̃ lɛtɛ̀ nɛ̃́ꜝɛ̃. | 'Read this letter.' |
| 6. Nyɛ̃́kãnèa lɛ́tɛ̀í lꜝɛ́. | 'Read the letters.' |
| 7. Feémɔ̃ ɔ̀yá. | 'Hurry up.' |
| 8. Nyɛ̃́fèà oyá. | 'Hurry up.' |
| 9. Kpɛ́tɛmɔ̃ lɛ̀. | 'Stick close to him.' |

10. *Bá* wɔ lèébi. 'Come tomorrow morning.'

11. *Nyɛ̃́bàa* ɔ́fìsí lꜜɛ́ wɔ lèébi. '*Come* to the office tomorrow morning.'

12. *Gbɔ́lemɔ̃* mi. '*Rub* me.'

3. Some verb roots end in -mɔ̃́. When this ending is replaced by the Imperative singular suffix the root vowel is doubled.

*Drill 84* and 85: Repeat.

1. *Daamɔ ʃꜜi* dĩŋŋ. (dɑ̃mɔ̃) '*Stand* still.'

2. *Nyɛ̃́dɑ̃̀mɔ̃ã ʃĩ* fíꜜoo. (dɑ̃mɔ̃) '*Wait* a little.'

3. *Wáamɔ̃* misɛ̀ɛ. (wamɔ̃) '*Scratch* my back.'

4. *Nyɛ̃́wàmɔ̃a* nyɛ̃nɑ̃dzi ahe. (wamɔ̃) '*Scratch* your legs.'

5. *Gṹꜜũmɔ̃* àkutúi enyɔ̃̀. (gṹmꜜɔ̃) '*Peel* two oranges.'

6. *Tsɔ̃́ɔ̃mɔ̃* àmɑ̃́dɑ̃̀ɑ̃́ lɛ̀ he. (tsɔ̃mɔ̃) '*Peel* the plantain.'

7. *Lóꜜomɔ̃* lɛ̀ ʃwɑ̃né kɛ̀ gbɛ́kɛ̀. (lómꜜɔ̃) '*Curse* him afternoon and evening.'

8. *Tsṹꜜũmɔ̃* ɔ̀kplɔ̃́ŋ lɛ̀ nɔ̃. (tsṹmꜜɔ̃) '*Wipe* the top of the table.'

## LESSON THIRTY

### Verbs: The Direct Imperative Negative.

(i) The Direct (2nd person) Imperative Negative Singular is marked by the prefix kaá-. e. g. kaábi. 'Don't ask'

(ii) The Direct Imperative Negative Plural is marked by (a) the suffix -a, (b) the prefix ká- *immediately before* the verb root, (c) the 2nd person plural pronoun prefix nyɛ̃́-. e. g. nyɛ̃kabià. 'Don't ask'

(iii) The -a suffix is subject to tonal assimilation, as with other suffixes. The two prefixes have high tone.

*Drill 86*: Insert the Direct Imperative Positive forms of the verbs in the sentences.

1. __________ lɛ̀ sãné lꜜɛ́ fɛ̃ɛ̃. (gba) (S) '*Tell* him the whole story.'

2. __________ lɛ̀ egbɛ́i. (bí) (S) '*Ask* him his name.'

3. __________ lɛ̀ sãné lꜜɛ́ fɛ̃ɛ̃. (gba) (P) '*Tell* him the whole story.'

4. __________ lɛ̀ nɔ̃́fɛ̃ɛ̃nɔ̃. (bí) (P) 'Ask him about everything.'

5. __________ óhã mĩ. (sɔle) (S) 'Pray for me.'

6. __________ nyɛ̃́hãã̀ wɔ. (sɔle) (P) 'Pray for us.'

7. __________ mã̀má lɛ̀ he. (dzále) (S) 'Rinse the cloth.'

8. __________ ʃɛ́ɛ̀tií lɛ̀ ahe. (dzále) (P) 'Rinse the shirts.'

9. __________ nĩ́ĩꜜ. (kasé) (S) 'Study hard.'

10. __________ nĩ́ĩ̍. (kasé) (P) 'Study hard.'

11. __________. (kã́neꜜ) (S) 'Read.'

12. __________ nyɛ̃̀wodzí lɛ́ꜜ. (kã́neꜜ) (P) 'Read your books.'

13. __________ heꜜ. (gṹmɔ̃̍) (S) 'Peel it.'

14. __________ dĩ́ηη. (feé↘) (S) 'Be quiet.'

15. __________. (táoꜜ) (P) 'Look for it.'

Drill 87: Insert the Direct Imperative Negative forms of the verbs in the blank spaces below.

1. __________. (feé↘) (S)

2. __________ nã̀kãĩ. (feé↘) (P)

3. __________. (ba) (S)

4. __________ ηmɛ̃́nɛ̃̍. (ba) (P)

5. __________ lɛ̀. (bí) (S)

6. __________ ʃìká. (fíte) (S)

7. __________ ʃìká pìi. (fíte) (P)

8. __________ mìη dɔ̃́ηη. (mĩ́ã̍) (S)

9. __________ mìη tsɔ̃́. (mĩ́ã̍) (P)

10. __________. (gbla) (P)

## LESSON THIRTY-ONE

### Enclitics of Emphasis and Sympathy.

(i) The Enclitic of Emphasis is éè. It adds a note of emphasis, insistence or warning to the utterance. The use of the Enclitic of Emphasis after a word ending in a high tone involves ↘.

(ii) The Enclitic of Sympathy is óꜜŋ, or óó. It implies that the speaker's attitude is one of sympathy or familiarity.

Drill 88: Repeat.

| | | | |
|---|---|---|---|
| 1. Bá. | 'Come!' | 6. Kaáyà éè. | 'Don't go, whatever it is!' |
| 2. Bá↘éè. | 'Be sure you come!' | 7. Kofí↘ éè. | 'Remember Kofi!' |
| 3. Bá oꜜŋ. | 'Come for sure.' | 8. Kofí oꜜŋ. | 'Kofi, alas!' |
| 4. Kpóɔ̀. | An expression of sympathy | 9. Mĩ nĩ éè. | 'It's me, indeed!' |
| 5. Kpóɔ̀ óꜜŋ. | 'Sorry, to be sure!' | 10. Mĩ nĩ óꜜŋ. | 'It's me, alas.' |

Drill 89: Make the following sentences more insistent, using the Enclitic of Emphasis.

| | | | |
|---|---|---|---|
| 1. Eeba! | 'He is coming!' | 4. Ebaáfꜜée gbeyèi! | 'It will be spectacular.' |
| 2. Nẫã lɛ! | 'Here she is!' | 5. Oyáɔyá. | 'Quickly.' |
| 3. Gbeé lꜜɛ́! | 'Mind the dog!' | | |

Make the following sentences more sympathetic, using the Enclitic of Sympathy.

| | |
|---|---|
| 6. Ákꜜɛ́ɛ nokꜜó. | 'Take heart.' |
| 7. Éfꜜée nokꜜó. | 'It doesn't matter.' |
| 8. Emãmĩ́ nĩ̀ gbó lꜜɛ́. | 'It was his mother that died.' |
| 9. Kaábꜜá. | 'Don't come.' |
| 10. Oyáɔyá. | 'Quickly.' |

## LESSON THIRTY-TWO

### I. Verbs: The Indirect Imperative and Consecutive tenses, Positive and Negative.

(i) The Indirect Imperative tenses are marked by high tone in the pronominal prefixes of the verb.

(ii) An Indirect Imperative verb with a Nominal subject has a high-toned prefix á-.

(iii) An Indirect Imperative Negative verb has an additional high-toned prefix -ká- occurring immediately before the verb root.

(iv) When the Indirect Imperative tense marks the second verb in a serial verb structure of kɛɛ́ˎ 'to say' (or certain other verbs) and another verb, it is called here the Consecutive tense. The Consecutive tense occurs with Nominal and Pronominal subjects of all types.

(v) In the first person singular Positive, a Consecutive tense verb following sũmɔ̃ 'to like' (and certain other verbs) is identical in form with the Permissive or the reduced Future tense.

Drill 90: Repeat. Indirect Imperative and Consecutive forms are underlined.

| | |
|---|---|
| 1. Ekɛɛ́ oba̍. | 'He said you should come.' |
| 2. Ekɛɛ́ okaba̍. | 'He said you should not come.' |
| 3. Míbi lɛ̀? | 'Should I ask him?' |
| 4. Míkabi lɛ̀? | 'Should I not ask him?' |
| 5. Wɔ́tèe. Wɔ́ya̍. | 'Let's go!' 'Let's go!' |
| 6. Wɔ́kaya̍. | 'Let us not go!' |
| 7. Ékpa. | 'Let him stop!' |
| 8. Mɔ̃ní̃ fe̍ɔ́ nĩĩ̍ lɛ̍ ékpa. | 'Whoever's doing that should stop.' |
| 9. Ekɛɛ́ mikpa wìémɔ̃̍. | 'He said I should stop talking.' |
| 10. Ekɛɛ́ mikakpa wìémɔ̃̍. | 'He said I should not stop talking.' |

Drill 91: Repeat. Indirect Imperative and Consecutive forms are underlined.

| | |
|---|---|
| 1. Gbékɛ̃̍bii lɛ aye̍ nĩĩ̍ miã. | 'The children should eat early.' |
| 2. Áma̍ aho̍o nĩĩ̍ lɛ̍. | 'Ama should do the cooking.' |
| 3. Amɛ̃kɛɛ́ hĩ̀í̃ lɛ̍ akaʃĩ mã̀ŋ́ lɛ̀ miŋ. | 'They said the men should not leave town.' |
| 4. Amɛ̃kɛɛ́ okawie dã̍ã̀. | 'They said you should not speak yet.' |
| 5. Mikɛɛ́ owieˎ. | 'I said you should speak.' |
| 6. Okɛɛ́ akawie Gã̀? | 'Did you say no one should speak Ga?' |
| 7. Kodzó kɛ̀ɛ́ nyɛ̃wie Gã̀ pɛ́. | 'Kodzo said you should speak only Ga.' |
| 8. Átsɛ lɛ̍ ahã mi. | 'He should be sent for to see me.' |

9. Esũmɔ̃ɔ̃ mã́la. 'He does not want me to sing.'

10. Esũmɔ̃ɔ̃ mã́fɛ́̍e\`. 'He likes me to do it.'

## II. The Permissive Tense.

(i) The Permissive tense marks the verb following hã́ 'to let' in a double verb structure. Its markers are the same as those of the Consecutive tense after sũmɔ̃ 'to like.'

(ii) The Permissive tense is positive, but hã́ can be Positive or Negative. The two verbs have different subjects.

(iii) When following a Direct Imperative Plural, the Permissive tense is also marked by the- a suffix. The á- prefix of Nominals does not occur when the Permissive tense follows a Negative Direct Imperative.

Drill 92: Repeat. Permissive tense forms are underlined.

1. Hã́ mãyá̍. 'Let me go.'

2. Nyɛ́hãã̍́ mãyàa. 'Let me go.'

3. Nyɛ́hãã̍́ mãgbèa toó lɛ́̍. 'Let me slaughter the sheep.'

4. Hã́ ebi lɛ̀. 'Let him ask him.'

5. Hã́ àmɛ́bà miŋ. 'Let them come in.'

6. Nyɛ́hãã̍́ wɔyàa. 'Let us go.'

7. Kaáhã wɔ̀laádze. 'Don't lead us astray.'

8. Kaáhã èfó. 'Don't let her cry.'

9. Nyɛ́kahãã̀ eféà nãkãĩ. 'Don't let him do that.'

10. Nyɛ́hãã̍́ gbekɛ́̍bii̍ lɛ́̍ abàa míŋɔ̃̀ɔ̃. 'Let the children come unto me.'

11. Nyɛ́kahãã̀ hɔ̃mɔ̃ yea gbékɛ́̍bii̍ lɛ́̍. 'Don't let the children go hungry.'

12. Kaáhã nũ̀ṹ lɛ̀ wié pìi. 'Don't let the man talk a lot.'

13. Kaáhã àwié pìi. 'Don't allow a lot of talking.'

14. Nyɛ́kahãã̀ awíeà pii. 'Don't allow a lot of talking.'

15. Nyɛ́kahãã̀ nũṹ lɛ̀ wíeà pii. 'Don't let the man talk a lot.'

Drill 93: Insert Indirect Imperative or Consecutive tense forms of the verbs in these sentences.

1. ________ lɛ̀? (tsɛ́) 'Should I call him?'

2. __________ àmɛ̃? (tsɛ́) 'Shouldn't I call them?'

3. Amɛ̃kɛɛ́__________. (ya) 'They said you should go.'

4. Amɛ̃kɛɛ́__________ dɔ̃́ŋŋ. (ya) 'They said you should not go again.'

5. Nã́mɔ̃̀ sumɔ̃ɔ̃__________ èʃiká. (fíte) 'Who likes throwing his money away?'

6. Esúmɔ̃ɔ̃__________ èbí lɛ́. (sɔle) 'He does not want me to baptise his child.'

7. __________! (tee; ya) 'Let us go!'

8. __________ pìi tsɔ̃́. (fó) 'She should not weep too much.'

9. Nṹũ lè kɛɛ́ __________ nĩ́ĩ̀ leébĩ nɛ̃ɛ̃. (ŋmã̀) 'The man said you should do some writing this morning.'

10. Ómã̀mĩ́__________ mɔ̀ko nókɔ̀ dã́ã̀. (bí) 'Your mother should not ask anyone anything yet.'

Drill 94: Insert Permissive or Consecutive tense forms of the verbs in these sentences.

1. Hã́__________ bɔ̀ sãne. (bí) 'Let me ask you one question.'

2. Kaáhã lɔyá lè __________ bɔ̀ sãne. (bí) 'Don't let the lawyer question you.'

3. Nyɛ̃́hãã́ __________. (lá) 'Let us sing.'

4. Nyɛ̃́hãã́ __________. (ya) 'Let us go.'

5. Nyɛ̃́kahãã̀ nyɛ̃webíì __________ nyɛ̃̀ gbéyèi. (ʃé) 'Don't make your followers fear you.'

6. Nṹũ lɛ́ sũmɔ̃ɔ̃ __________ èbí lɛ́. (sɔle) 'The man does not want his child to be baptised.'

7. Nṹũ lɛ́ hãã __________ èbí lɛ́. (sɔle) 'The man did not allow his child to be baptised.

8. Mã́hã ɔ̀sɔ́fɔ́ lɛ́ __________ mì mãŋtsɛ. (wo) 'I will let the priest crown me king.'

9. Míhãŋ̀ osɔ́fɔ́ __________ mì mãŋtsɛ. (wo) 'I will not allow a priest to crown me king.'

## LESSON THIRTY THREE

I. The Numeral System.

(i) Numerals greater than 'ten' are phrases comprising the preceding multiple of 10, kɛ 'and', and a numeral from 1 to 9. From 11 to 16, kɛ is tonally assimilated to mid.

| | |
|---|---|
| 11 | nyɔηmã́ kɛ̍ ekòmé. |
| 16 | nyɔηmã́ kɛ̍ ekpàa. |
| 19 | nyɔηmã́ kɛ̀ nɛ̃ɛ̃hṹ. |

(ii) There are single-word nouns for 'hundred' and 'thousand.' Other multiples of ten are phrases.

| | |
|---|---|
| 21 | nyɔηmã́ĩ̍ enyɔ̀ kɛ ékòmé. |
| 57 | nyɔηmã́ĩ̍ enũ̀mɔ kɛ kpawo. |
| 99 | nýɔηmã́ĩ̀ nɛ̃ɛ̃hṹ kɛ̀ nɛ̃ɛ̃hṹ. |
| 100 | ohá. |
| 115 | ohá lɛ̀ nyɔηmã́ kɛ̍ enũ̀mɔ. |
| 227 | ohái̍ enyɔ̀ (kɛ) nyɔηmã́ĩ̍ enyɔ̀ kɛ kpawo. |
| 1,000 | akpé. |
| 1,001 | akpé kɛ̀ ékòmé. |
| 50,000 | akpéì nyɔηmã́ĩ̍ enũ̀mɔ. |
| 200,000 | akpéì ohái̍ enyɔ̀. |

English expressions for numbers, and for measurements of time and space, are used by most Ga speakers.

II. Time on the Clock.

(i) The most common expressions are those for hours and minutes.

| | |
|---|---|
| ηmlɛ, ηmɛdzi. | 'hour', 'hours' |
| mínìti ( ḿlìnti). | 'minute' |

Dialogue

| | |
|---|---|
| A: Mɛ́ɛ̀be obaábà. | 'When will you come?' |
| B: Mã́kpa nyɔ̀ηmã́ kɛ̍ enyɔ̀, hèwɔ́ lɛ̍ mã́ʃɛ̍ dzɛmɛ̃̀ nyɔηmã́ kɛ̍ enyɔ̀ kɛ fã́. | 'I shall close at 12, therefore I shall get there at 12:30.' |
| A: Mã́kpa ηm̀lɛ komé, nì mã́wo taksì, hèwɔ́ lɛ̍ mítsɛ̍̍η tsɔ. | 'I shall close at one and I shall take a taxi, therefore I shall be there soon after.' |

| | |
|---|---|
| B: Obaáya̍ nĩtsũmɔ̃̀ ʃwãné↘? | 'Will you go to work in the afternoon?' |
| A: Ɛ̃hɛ̃́ɛ̖̃, àbaába̍ abawo mì ŋmɛdzi ényɔ̃. | 'Yes, they will come for me at two.' |
| B: Kɛ́ ɓoyá lɛ̍, mì kɛbo baáyà mɔ́. | 'Then when you are going, you can give me a ride back.' |

(ii) Hĩ́ŋmɛ̍itswàa 'fleeting moment' is sometimes used to translate the English word 'second'.

## LESSON THIRTY FOUR

### I. Tonal Classes: Polysyllabic Verbs.

Few Verb roots in Ga are more than two syllables long. Even these few behave morphologically like the disyllabic roots with which they compare tonally if account is taken only of their initial and final syllables, e. g.:

**Class II: pilá**

| | | | |
|---|---|---|---|
| laádze. | 'to lose'; 'to get lost' | srɔ́ŋ. | 'to become unruly' |

**Class III: tsákɛ̍**

| | | | |
|---|---|---|---|
| bɛ́ŋkɛ̍. | 'to be near' | f́liki̍. | 'to fly' |
| dɔ́ŋkɔ̍. | 'to swagger' | dída̍̃ã. | 'to stagger'; 'to reel' |
| pɛ̃́ncɛ̍. | 'to paint' | yóy̍ro. | 'to worry seriously' |

### II. Tonal Classes: Polysyllabic Nouns.

In the same way, polysyllabic noun roots are tonally identifiable with the disyllabics corresponding to them in initial and final tones.

| | | | | |
|---|---|---|---|---|
| High-High: | t́rema. | 'cowrie' | ṕlɛ̀koó. | 'nail' |
| | tɔ̃́ŋtɔ̃ŋ. | 'mosquito' | | |
| High-Mid: | ŋmóŋm̍lo. | 'wooden plank' | śra̍wa. | 'lightning' |
| | dídɛ̍i. | 'mudfish' | abónu̍a. | 'lemon' |
| High-Low: | átatù. | 'cloud' | ádèsã̀. | 'human being' |
| | dúkumã̀. | 'ostrich' | yóomã̀. | 'camel' |
| Low-High: | aspáàtré. | 'shoe' | kpɛ̃ŋkṕlɛ̃̀. | 'hare' |
| | adesã́. | 'story' | duadé. | 'cassava' |

|  |  |  |  |  |
|---|---|---|---|---|
|  | ŋkɔmɔ́. | 'sorrow' | kwaʃiá. | 'fool' |
| **Low-Low:** | anã̃ãnũ. | 'spider' | kwaabúɛ̀tɛ. | 'rainbow' |
|  | kpaakpo. | 'lake' | maŋkɛ̃. | 'midnight' |
|  | adɔ̃dɔ̃ŋ. | 'fly' |  |  |

Drill 95: Repeat.

1. Bɛ́ŋkɛ́ꜜmɔ̃ wɔ̀. 'Draw closer to us.'
2. Ódekàí lɛ́ꜜ eláꜜdzekò; àkɛ́bà. 'Your boxes are not lost; they have arrived.'
3. Nṹũ lɛ̀ yaápɛ̃ntè tsṹ lɛ̀ he. 'The man is going to paint the building.'
4. Nṹũ lɛ̀ baápɛntèꜜ ʃĩáꜜ lɛ́ꜜ. 'The man will paint the house.'
5. Sro ádèsã, nĩ̀ sro adesã́. 'Human being is different from story.'
6. Mã́tãnyɛ̃̀ anã̃ãnũ sãne. 'I will tell you a spider story.'
7. Blemã́ lɛ́ꜜ, t́rema↘ dzí ʃìká ni àyeɔ. 'In the olden days, cowries were used as money.'
8. Tɔ̃́ŋtɔ̃ŋ yèɔ yɛ Gã fe Kumã́ãse. 'Accra suffers more from mosquitoes than Kumasi.'

## LESSON THIRTY FIVE

Dialogue: Dress

A: Mɛ̃́nĩ̀ mãmá↘ Dedé búꜜ. 'What was Dede wearing?'

B: Ebú àgo yɛ́ŋꜜ futta, nì ewo kɛbaʃɛ́ɛ̀ti wuɔ́fɔ̀. 'She wore pure white velvet, with a yellow blouse.

Ekuɛníì kɛ toíàníì kɛ nineʃiníìꜜ lɛ́ꜜ fɛ̃ɛ̃ lɛ́ꜜ ʃìkáyɛŋꜜ, ʃí èwo waógà ʃikáts̀ru. Her necklace, earrings and bracelet were all silver, but her ring was gold.'

A: Nĩ Sówà hṹ? 'And Sowa?'

B: Ebúu mã̀má, èwo atalé. 'He did not wear cloth; he wore (European) clothes.

Ewo síùti blúù, nì eŋmɔ̃ táì tsru. He wore a blue suit and red tie.

Espáàtré dĩŋꜜ lɛ̀ kṕlɛ̀ɔ tãmɔ̃ ayáwa. His black shoes were as shiny a brass.'

### Vocabulary

|  |  |  |  |  |  |
|---|---|---|---|---|---|
| bú. | 'to wear' | ago. | 'velvet' | yɛ́ŋꜜ. | 'white' |

| | | | |
|---|---|---|---|
| fútaa. | 'very white' | toíàníí. | 'earrings' |
| wo. | 'to wear' | nineʃiníí. | 'bracelet' |
| kɛbaʃɛ́ɛ̀ti. | 'blouse' | ʃikáyɛꜝη . | 'silver' |
| wuɔ́fɔ̀. | 'yellow' | ʃikátɛ̀ru. | 'gold' |
| kuɛníí. | 'necklace' | waógà. | 'ring' |
| atalé. | 'clothes' | ηmɔ̃. | 'to tie' |

## Notes

1. Indigenous Ghanaian dress is usually referred to with the native Ga words (mãmá, kenté, tokotá, etc.), whilst European-style dress is referred to with the borrowed words (síùt, táì, sã́ndàl, etc.).

2. Notice the different Verbs meaning 'to wear', depending upon the item of dress:

| | | |
|---|---|---|
| bú: | mãmá, faí | to wear cloth, hat, etc. |
| wo: | atalé, tokotá, ga | to wear clothes, sandals, ring, etc. |
| ηmɔ̃: | táì, wátsì | to wear a tie, watch, etc. |

3. Some colour words are:

| | | | | | |
|---|---|---|---|---|---|
| édĩꜝη. | 'black' | étɛ̀ru. | 'red' | baaηmɔ̃́ꜝη. | 'green' |
| éyɛꜝη. | 'white' | wuɔ́fɔ̀. | 'yellow' | blúù. | 'blue' |
| éηɔ́li. | 'yellowish green' | | | | |

## LESSON THIRTY SIX

I. Phrasal Verbs:

(i) A Phrasal Verb is composed of a single verb and its complement word of another class which together function as one verb. The complement is usually a Nominal object used with which the verb root assumes a specialised meaning.

| Verb | | Complement | | Phrasal Verb | |
|---|---|---|---|---|---|
| 1. dzo. | 'to dance' | foi. | 'speed'; 'race' | dzo foi. | 'to run' |
| 2. bo. | | toí. | 'ear' | bo toí. | 'to listen' |

| Verb | Complement | Phrasal Verb |
|---|---|---|
| 3. kpá. 'to remove' | faí. 'hat' | kpá fàí. 'to beg' |
| 4. nã. 'to see' | mɔ́bɔ̀. 'pity' | nã mɔ́bɔ̀. 'to show mercy' |

(ii) Locative Nouns are the most frequent complements in phrasal verbs.

| | | |
|---|---|---|
| 5. kã́. | he. | kã́ hė. 'to persist' |
| 6. gbe. | he | gbe he. 'to make a great effort.' |
| 7. to. | he. | to he. 'reply'; 'retort' |
| 8. bí. | ʃĩ. | bi ʃĩ̍. 'to ask after someone's health' |
| 9. da | ʃĩ | da ʃĩ. 'to thank' |
| 10. nyĩɛ̃́ˋ. | ʃĩʃĩ. | nyĩɛ̃́ ʃĩʃĩ. 'to undermine' |
| 11. bí. | ʃĩʃĩ. | bí ʃĩ̀ʃĩ. 'to ask the meaning of' |
| 12. kwɛ́. | nɔ̃. | kwɛ́ nɔ̃̍. 'to take care of' |
| 13. tɔ̃́. | nɔ̃. | tɔ̃́ nɔ̃̍. 'to wrong someone' |
| 14. ʃwɛ́ | mĩŋ. | ʃwɛ́ mĩ̀ŋ. 'to use lavishly' |
| 15. bí. | mĩŋ. | bí mĩ̀ŋ. 'to ask for a detailed explanation' |
| 16. gbá. | nãã. | gbá nã̀a. 'to worry someone' |
| 17. gbe. | nãã. | gbe nãa. 'to finish' |
| 18. kũ. | sɛɛ. | kũ sɛɛ. 'to return' |
| 19. kpe. | sɛɛ. | kpe sɛɛ. 'to be late' |
| 20. ksɛ́. | hĩ́ɛ̃̀. | kwɛ́ hĩɛ̃̀. 'to expect' |
| 21. kɔ̃. | hĩ́ɛ̃̀. | kɔ̃ hĩ́ɛ̃̀. 'to covet' |
| 22. wa. | yi. | wa yi. 'to be cruel to' |

(iii) A few verbs collocate with occupational and other terms to form phrasal verbs.

| | | |
|---|---|---|
| 23. ye. | mãŋtsɛ. | ye mãŋtsɛ. 'to be a chief or king' |

| | | |
|---|---|---|
| 24. ye· | sɛkɛ́. 'madness' | ye sɛkɛ́. 'to be mad' |
| 25. ye· | he· | ye he. 'to go scot-free' |
| 26. ye, | nɔ̃· | ye nɔ̃. 'to oppress' |
| 27. ye· | sɛɛ· | ye sɛɛ. 'to deputise for' |
| 28. bɔ· | hĩ́ɛ̃̀. | bɔ hĩ́ɛ̃̀. 'to reprove' |
| 29. bɔ· | musú· | bɔ musú. 'to break a taboo' |
| 30. bɔ· | mɔ́dɛ̃ηη | ḃɔ mɔ́dɛ̃́ηη. 'to make an effort' |

II. Compound Verbs.

(i) A Compound Verb is a verbal phrase consisting of two or more Verbs which function together as a single verb. A Compound Verb may be composed of single verbs, phrasal verbs, or both.

| 1st Verb | 2nd Verb | Compound Verb |
|---|---|---|
| 1. hé. 'to take' | ye. 'to eat' | hé yè. 'to believe' |
| 2. ye· | búȧ. | ye búȧ. 'to help' |
| 3. tsɛ́· | fɔ̃. 'to throw' | tsɛ́ fɔ̃̀. 'to throw away' |
| 4. kɔ̃. 'to bite' | f́lì. 'to blow air' | kɔ̃ f́lì. 'to forgive' |
| 5. ηɔ̃· | fa· | ηɔ̃ fa. 'to forgive' |
| 6. gbɛ. 'to open up' | ʃwã́. 'to scatter' | gbɛ ʃwã́. 'to scatter all over' |
| 7. tsí. 'to push' | to. 'to hide' | tsí tò. 'to postpone' |

(ii) Sources of Compound Verbs include collocations with the verbs nã́. 'to get'; nyɛ̃́. 'to be able'; hã́. 'to give'; and tsɔ̃ɔ̃́↘. 'to show' as well as verbs of motion.

| | | |
|---|---|---|
| 8. nã́· | kwɛ́↘. 'to look' | nã́ kwɛ̍↘. 'to wish' 'to see' |
| 9. nã́· | feé↘. 'to do' | nã́ feé↘. 'to wish' 'to do' |
| 10. nyɛ̃́· | feé↘. | nyɛ̃́ fèé↘. 'to be able to do' |
| 11. nyɛ̃́· | dzo foi· | nyɛ̃́ dzò foi. 'to be able to run' |
| 12. ʃĩ́ sɛ̀ɛ. 'to leave a message' | hã́· | ʃĩ́ sɛ̀ɛ hã́. 'to leave a message for'; 'to leave a message with' |
| 13. hɔ̃ɔ̃́↘. 'to sell' | hã́· | hɔ̃ɔ̃́ hã̍. 'to sell for'; 'to sell to' |

14. wié↘. 'to speak' tsɔ̃́ɔ̃↘. 'to teach' wié tsɔ̃̀ɔ̃́↘. 'to reason with'

15. dzo foi, 'to run' tee. 'to go' dzo foi tee. 'to run to'

16. dzɛ. 'to come from' ba. 'to come' dzɛ ba. 'to arrive'

## LESSON THIRTY SEVEN

### Contonation Patterns: High Tone Verbs

(i) Contonation patterns are the tonal patterns of the verb (root and affixes) in all its tenses. High tone verbs are those verbs which have only high tones on their roots, e. g., bí. 'to ask', mã́le. 'to tell lies.'

(ii) The tables below and in the Appendix show the contonation patterns of High tone verbs when occurring with Noun subjects. The tone of every syllable is marked. For polysyllabic roots, note the number of high tones in the root. The sign of exclamation ! indicates that the immediately succeeding high tone slips a semitone lower to mid. The asterisk * means that the syllable is tonally assimilable in ways described already for various suffixes.

TABLE V: CONTONATION PATTERNS OF HIGH TONE VERBS

| | Marker | Root | Marker |
|---|---|---|---|
| Past | ! | ´ | |
| Perfect | é! | ´ | |
| Progressive | mĩ̀ĩ̀ | ´ | |
| Future | bàá | ´ | |
| Habitual | ! | ´ | *<br>ɔ |
| Negat. Aorist | | ´ | ´ (↘) |
| Negat. Perfect | | ´ | kò |
| Negat. Future | | ´ | *<br>ŋ |
| Imperat. Sing. | | ´ | (mɔ̃́) |
| Imperat. Pl. | nyɛ̃́ | ´ | *<br>a |
| Neg. Imperat. Sing. | kàá | ´ | |
| Neg. Imperat. Pl. | nyɛ̃́ká | ´ | *<br>a |
| Consecutive | á | ´ | *<br>a |

| Tense | Marker | Root | Marker |
|---|---|---|---|
| Negat. Consec. | áká | ´ | |
| Permissive | á | ´ | (a)* |

(iii) The table shows that a high tone verb has high tone in all tenses, except the Perfect, where the tone is downstepped to mid after the prefix.

Drill 96: Insert the required verb forms in the sentences below and give the tones.

e. g. Kofí ________ wàa. (mã́le) (Habitual)

Kofí mã́leɔ̀ waa. 'Kofi is a confirmed liar.'

1. Mɛ̃ĩ édzwɛ̀ ______ lɛ̀ sãne. (bí) (Past) 'Four people questioned him.'

2. Wɔtsɛ______ àdesã́ pì. (tã́) (Habitual) 'Our father is good at telling stories.'

3. Kofí ______. (pása) (Perfect) 'Kofi has lied.'

4. Nã́mɔ̃̀ ______ lɛ̀. (gbɔ́le) (Future) 'Who will rub her?'

5. Yoo ko ______. (fó) (Progressive) 'A woman is weeping.'

6. Sówà______ lɛ̀ faí. (kpá) (Neg. Future) 'Sowa will not beg him.'

7. Sówà______ lɛ̀ faí. (kpá) (Neg. Perfect) 'Sowa has not begged him.'

8. Mokomoko ______. (fó) (Neg. Aorist) 'Nobody cried.'

9. Mokomoko ______ lɛ̀. (fó) (Neg. Aorist) 'Nobody cried for him.'

10. Sówà______ gbéyèi. (ʃé) (Habitual) 'Sowa is faint-hearted.'

Drill 97.

1. Óyoo ______ dɔ̃́ŋŋ. (fɔ́) (Neg. Future) 'Oyoo will not have another baby.'

2. ______ ónĩ̀dzĩ anɔ̃. (wéle) (Dir. Imperat. Pl.) 'Raise your hands.'

3. ______ lɛ̀. (bí) (Dir. Imperat. Pl.) 'Ask him.'

4. ______ gbékɛ̃̍bii lɛ̍. (tsɛ́) (Dir. Imperat. Pl.) 'Ask the children.'

5. ______. (fó) (Neg. Imperat. Sing.) 'Don't weep.'

6. ______ yɛ̀ mĩ́hèwɔ. (fó) (Neg. Imperat. Pl.) 'Don't weep for me.'

7. Ekɛɛ́ Kòfí ______. (lá) (Consecutive) 'He said Kofi should sing.'

8. Ekɛɛ́ Sowà ______. (lá) (Neg. Consecut.) 'He said Sowa should not sing.'

9. Hã́ yɔ̀ó lɛ̍́ ______ lɔ̀o. (hé) (Permissive Sing.) 'Let the woman buy fish.'

10. Nyɛ̃́hãã̀ yeí lɛ̍́ ______ lɔ̀o. (hé) (Permissive Pl.) 'Let the woman buy fish.'

(iv) Note, from the table, that in the Past and Habitual tenses, the high tone verb root is downstepped to mid when the Verb is preceded by a Nominal subject with a final high-tone syllable.

Drill 98: Repeat.

| | |
|---|---|
| 1. Gbékɛ̃̍ bɨ̍ɔ etsɛ dấnĩ̀ eféɔ nãkãĩ. | 'A child asks his father before he does that.' |
| 2. Kofí mã̍le. | 'Kofi lied.' |
| 3. Kofí mã̍leɔ. | 'Kofi lies.' |
| 4. Kofí mãlee↘. | 'Kofi does not tell lies.' |
| 5. Kofí mãlekò. | 'Kofi has not lied.' |

## LESSON THIRTY EIGHT

### I. High Tone Verbs: Contonation patterns with Pronominal prefixes.

A High tone verb with a pronominal subject prefix has the same contonation pattern as with an independent nominal subject, except for the following differences affecting prefixes.

Forms of Prefixes

(i) In the Perfect tense, the tense-marking prefix é- is replaced by the pronominal prefix. The two do not occur together.

(ii) In the Progressive tense, 2nd and 3rd person singular, the vowel of the pronominal prefix is doubled replacing the tense-marker mĩĩ-

(iii) In the non-reduced Future tense, the tense-marking prefix baá- is reduced to bá- when following the 1st person singular pronominal prefix.

(iv) A tense-marking or any other co-occurring Verb prefix stands immediately before the verb root and therefore between the pronominal subject prefix and the verb root.

Tones of the Prefixes

(v) All pronominal subject prefixes have high tone in the Perfect tense (for the 3rd person plural, initial syllable remains low) and in the Imperative Plural, Permissive, Positive and Negative Consecutive.

(vi) All pronominal prefixes have low tone in the Past tense.

(vii) The 1st person singular pronominal prefix mí- retains its high tone in all other tenses. The Progressive tense-marking prefix mĩĩ has high tone when co-occurring with the 1st person singular pronoun.

(viii) All other pronominal prefixes retain their low tones in all other tenses.

Drill 99: Repeat.

1. Mítsɛ̍ lɛ̀. 'I have called him.'
2. Amɛ̃lá dzɔ̀gbaηη. 'They sang well.'
3. Abí lɛ̀ egbɛ́i̍. 'He was asked his name.'
4. Oogbá ènã̃ã̆. 'You are annoying him.'
5. Mĩ́ĩbi lɛ̀. 'I send him greetings.'
6. Wɔmĩĩbí mɔ̃̀fɛ̃́ɛ̃mɔ̃. 'We greet everyone.'
7. Mã́kpe wu lɛ̍. 'I'll chew the bone.'
8. Mífi̍teɔ̀ ʃiká wàa. 'I spend a lot of money.'
9. Etã́ã̀ adesã́ pì. 'He is good at telling stories.'
10. Míwaa lɛ̀, nì ewáa mi̍. 'I did not help him, and he did not help me.'

Drill 100: Insert the high tone verbs required to complete the following:

1. ______ lɛ̀ nókɔ̍. (bí) (1st Sing. Neg. Perf.) 'I have not asked him anything.'
2. ______ nɛ̃̀kɛ̃́ nĩĩ̍. (tsṹ) (3rd Pl. Neg. Fut.) 'They will not do such work.'
3. ______ mã̀má lɛ̀ he. (dzále) (Dir. Imperat. Sing.) 'Rinse the cloth.'
4. ______ wɔ̀ adesã́. (tã́) (Dir. Imperat. Sing.) 'Tell us a story.'
5. ______ nyɛ̃̀bíi̍. (tsɔ́se) (Dir. Imperat. Pl.) 'Give your children some discipline.'
6. ______. (mã́le) (Neg. Dir. Imperat. Sing.) 'Don't lie!'
7. ______. (fó) (Neg. Dir. Imperat. Pl.) 'Don't cry.'

8. Ekɛɛ́______ lɛ̀. (bí) (2 Sing. Consec.) 'He said you should ask him.'

9. Ekɛɛ́______ lɛ̀. (bí) (1 Sing. Neg. Consec.) 'He said I should not ask him.'

10. Nyɛ̃́hãꜜã́ ______ mĩ́sã̀né lꜜɛ́. (bi) (1 Sing. Permiss.) 'Let me ask my question.'

## II. Contonation Patterns: Phrasal and Compound Verbs

The component parts of Phrasal and Compound verbs have the same contonation patterns as in their independent occurrences.

Drill 101: Repeat. Identify the phrasal and compound verbs and their tenses.

| | |
|---|---|
| 1. Míŋkpa bò faí. | 'I beg you.' |
| 2. ʃá ohꜜé. | 'Hurry up.' |
| 3. Ekã́ hè eefeé lolo. | 'He is still doing it.' |
| 4. Ádzua bꜜìɔ́ mĩʃꜜĩ daa. | 'Adzua visits me always.' |
| 5. Okpákò lɛ ʃĩ lólo↘? | 'Haven't you seen through him yet?' |
| 6. Wɔhée lɛ̀ wɔyée↘. | 'We do not believe him.' |
| 7. Minã́ lɛ̀ mĩkwɛ́↘. | 'I wish I could see him.' |
| 8. Minã́ lɛ̀ mĩtsɔ̃́. | 'I wish I were he.' |

## LESSON THIRTY NINE

### Dialogue: To the Beach

| | |
|---|---|
| A: Wɔ́tèe wɔ́yawu ŋʃɔ. | 'Let's go for a swim in the sea.' |
| B: Yɛ nɛ̃́gbɛ̀. | 'Where?' |
| A: Yɛ Laa ŋʃɔ́ lɛ̀ nãã. | 'At Labadi Beach.' |
| B: Wɔkɛtso áyꜜá nĩ wɔ̀kɛ́yayè odíi. | 'Let's take a surfboard with us to do some surf riding.' |
| A: Wɔbaá̖nyɛ̃ wɔ̀kɛ wolɛmɛ̃́ĩ lꜜɛ́ ayagbla adrã hṹ. | 'We could also go and help the fishermen to pull in the dragnet.' |
| B: Alóo wɔyatsà kaáꜜá yɛ̀ Kpeéʃꜜi lɛ̀ nãã. | 'Or dig up crabs at the Kpeshi Lagoon.' |

## Vocabulary

wú. 'to do sea-bathing'

ŋʃɔ. 'sea'

nɛ́gbɛ̀. 'where?'

odíi. 'surf-riding'

adrã. 'dragnet'

gbla. 'to pull'

tsa. 'to dig'

## NOTES

### I. Some More Time Expressions.

(i) Phrases with sɛɛ 'after':

| | |
|---|---|
| 1. ŋmɛ̃́ꜝnɛ̃ sɛ̀ɛ. | 'henceforth'; 'from today on' |
| 2. nyɛ̃ sɛɛ áfi. | 'last year' |
| 3. nyɛ̃ sɛɛ áfiꜝi enyɔ̃̀. | 'two years ago'. |
| 4. wɔ́ sɛ̀ɛ ótsi. | 'next week' (i. e., during next week) |
| 5. wɔ́ sɛ̀ɛ Hɔgbaa. | 'the coming Sunday'; 'this Sunday' |

(ii) The following expressions imply specific points in time.

| | |
|---|---|
| 6. wɔ́ otsi. | 'a week tomorrow' |
| 7. ŋmɛ̃́ꜝnɛ̃ otsiꜝi etꜝɛ̃. | 'three weeks from today' |
| 8. ŋmɛ̃́ꜝnɛ̃ ↘ dzí otsiꜝi etꜝɛ̃. | 'three weeks ago today' |
| 9. ŋmɛ̃́ꜝnɛ̃ Hɔ̀ɔ. | 'today is Saturday.' |
| 10. ótsiꜝi etɛ̃̀ nɛ̃́ nĩ èba bíꜝɛ. | 'it is now three weeks since he came here.' |

(iii) Some fixed time-expressions:

| | |
|---|---|
| 11. gbĩĩ étɛ̃̀ nɛ̃́ꜝɛ̃. | 'these days'; 'recently' |
| 12. ótsiꜝi etꜝɛ̃. | 'the funeral ceremony three weeks after death.' |

### II. Compound Verbs: Tenses

(i) Each single verb constituting part of a Compound Verb structure appears with its own tense affixes and contonation patterns, but the tense of the initial verb of the compound is regarded as that of the whole compound.

(ii) When the single verbs of the compound have identical tense, and the subject of the compound is an independent Nominal, the second verb appears with or without the third person singular pronominal prefix. The pronominal prefix is obligatory for both verbs when the subject is a pronoun.

(iii) In the following tenses, the second Verb has a different tense:

(a) Future: 2nd Verb has Consecutive

(b) Dir. Imperat. Sing.: 2nd Verb has Consecutive

(c) Neg. Dir. Imperat. Sing.: 2nd Verb has Positive Consecutive or Past

(d) Neg. Dir. Imperat. Pl.: 2nd Verb has Positive Dir. Imperat. Pl. or Past

III. Compound Verbs: Position of Objects

The order of sentence constituents in Ga is Subject + Verb + Object.

(i) Compound Verbs having a single Object Nominal fall into 3 groups according to the position of the Object nominal:

(a) Compound Verbs with Object Nominal occurring medially within the compound:

hé...yè e. g. Wɔhé Òsɔ́fo̍ nɛ̃̍ɛ̃̀ wɔye. 'We believed this priest.'

tsɛ́...fɔ̃̀ e. g. Étsɛ̍ èʃiká lɛ̍ efɔ̃̀. 'He has wasted his money.'

(b) Compound Verbs with Object Nominal occurring after the whole compound:

ye búa̍... e. g. Mã́ŋtsɛ́ lɛ̀ ye búà wɔ. 'The chief helped us.'

fó tʃɛ́... e. g. Gbékɛ̃̍ lɛ̀ fó ètsɛ́ ènyɛ̃. 'The child cried out for his mother.'

(c) Compound Verbs with Object Nominal occurring EITHER medially OR in End position.

nyɛ̃́...feé↘... e. g.

Nṹũ lɛ̍ nyɛ̃ɛ̃ efe̍e nɔ̃nĩ mìkɛɛ́ lɛ̍ lɛ̍. 'The man could not do

Nṹũ lɛ̍ nyɛ̃ɛ̃ nɔ̃nĩ mìkɛɛ́ lɛ̍ lɛ̍ efee↘. what I told him.'

# MISSING PAGE

| | | |
|---|---|---|
| 9. | Óbi lɛ̍́ lɛ̀ miifó miitsɛ́ bɔ̀. | 'Your child is crying for you.' |
| 10. | Óbi lɛ̍́ lɛ̀ miifó èetsɛ́ bɔ̀. | 'Your child is crying for you.' |

Drill 104: Repeat. Identify the tenses of the Compound Verbs.

| | | |
|---|---|---|
| 1. | Kaáhe mɔ̀komoko oye. | 'Don't believe anyone.' |
| 2. | Kaáyè obúà lɛ. | 'Don't help him.' |
| 3. | Nyɛ̃́katsɛlɛ̀a nyɛ̃wodzí lɛ̀ nyɛʃwíeà. | 'Don't throw your books away.' |
| 4. | Nyɛ̃́kawíeȧ nokɔ́nokɔ̀ nyɛ̃ʃíà lɛ. | 'Don't say anything against him.' |
| 5. | Hé Nyɔ̃ŋmɔ óyė. | 'Believe in God.' |
| 6. | Nyɛ̃́yèa nyɛ̃́buàa nyɛ̃he. | 'Help each other.' |
| 7. | Kaáhe mɔ̀ko óyė. | 'Don't believe anyone.' |
| 8. | Osɔ́fȯ lɛ̀ kɛɛ́ wɔhe lɛ̍́ wɔyė̍. | 'The priest says we should believe him.' |
| 9. | Hã́ mãyė mãbuà bo. | 'Let me help you.' |
| 10. | Mĩ́sũmɔ̃ɔ̃ mãtsɛ wɔ̀ló lɛ̍́ mãfɔ̃̍. | 'I don't want to throw the book away.' |

Drill 105: Repeat.

| | | |
|---|---|---|
| 1. | Bá wɔ otsi. | 'Come a week tomorrow.' |
| 2. | Bá wɔsɛ̀ɛ ótsi. | 'Come next week.' |
| 3. | Nyɛ̃sɛɛ áfi lɛ̀, ebɔ mɔ́dɛ̃ŋŋ wàa. | 'Last year, he did very well.' |
| 4. | Gbĩĩ étɛ̃̀ nɛ́ɛ̃̍, èyeɔ awuŋã wàa. | 'These days she feels very jealous.' |
| 5. | Ekpeɔ sɛɛ dáa gbĩ̀. | 'He is late every day.' |
| 6. | Kaákwɛ mihĩɛ̃̍ ŋmɛ̃nɛ̃̍. | 'Don't expect me today.' |
| 7. | Minã lɛ ŋmɛ̃́nɛ̃̀ dzí gbĩ̀ĩ étɛ̃̍. | 'I saw him three days ago.' |
| 8. | Éyè áfii nyɔ̃ŋmã́ĩ̍ etɛ̃̀ kɛ ényɔ̃̀. | 'He is 32 years old.' |
| 9. | Mɛ̃́ɛ̃̀be aféɔ́ otsii etɛ̃̍ lɛ̍́. | 'When will the post-funeral ceremony be performed? |
| 10. | Soo nĩ́ bàa nɛ́ɛ̃̍ otsi. | 'A week this coming Thursday.' |

Drill 106: Complete the following sentences as directed.

1. ______ mɔ̀komoko ______. (hé yè) Negative Aorist, 3rd pers. sing.

'He does not believe anyone.'

2. Nyɛ̃mĩ́______ ______ nyɛ̃mĩ́. (ye búȧ) Habitual

'Brother helps brother.'

3. ______ tàkóʃwɛ lɛ́ ______. (tsɛ́ fɔ̃̀) Dir. Imperative Sing.

'Throw the rag away.'

4. ______ ______ nyɛ̃̀. (lá hã́) Future. 3rd pers. sing.

'She will sing for you.'

5. Té ______ ______ bɔ̀ tɛ̃́ɛ̃↘. (ye búȧ) Future. 1st pers. sing.

'How can I help you?'

6. Óbi lɛ́ lɛ̀ ______ ______ bɔ̀. (fó tsɛ́) Progressive.

'Your child has been crying for you.'

7. ______ amɛ̃nɔ̃tɔ̃́mɔ̃̀ĩ́ lɛ́ ______ amɛ̃. (ηɔ̃ fa) Dir. Imperat. Pl.

'Forgive them their mistakes.

8. Óyìtswɛ́ì ______ ______ óyìtéη. (gbɛ ʃwã́) Perfect. 2nd pers. sing.

'Your hair is all tousled up.

9. ______ lɛ̀ ______. (ka kwɛ́↘) Neg. Perfect. 1st pers. sing.

'I have not tested him.'

10. Mãηtsɛ́ lɛ̀______ kpèé lɛ̀______. (tsí tɔ̀) Past.

'The chief postponed the meeting.'

Drill 107: Complete the following sentences as directed.

1. ______ bɔ̀ ______ kɔ̀kɔɔkɔ. (hé yè) Neg. Future. 3rd pers. pl.

'They will never believe you.'

2. Nyɛ̃mãmĩ́ kɛ̀ɛ́______ ______ àmɛ̃. (ye búȧ) Consecutive. 2nd pers. pl.

'Your mother says you should help them.'

3. Ádè_____ mɔ̀ko _____ dã́ã̀. (hé yè) Neg. Perf.

'Ade has never trusted anyone.'

4. Ekɛɛ́ mɛ̃̀ĩdĩ́dzĩ̍ lɛ̍ _____ nyɛ̃̀ _____. (hé yè) Neg. Consecut.

'He said the black people should not trust you.'

5. _____ _____ wɔ̀. (tsí bɛ́ηkɛ̍) Neg. Imperat. Sing.

'Don't move near us.'

6. _____ _____ mì. (tsí bɛ́ηkɛ̍) Neg. Imperat. Sing.

'Don't move near me.'

7. Mĩ́sumɔ̃ɔ̃ _____ _____ lɛ̀. (wié ʃí) Consecutive. 1st pers. sing.

'I do not want to speak against him.'

8. Hã́ _____ _____ lɛ̀. (wié ʃí) Permissive. 1st pers. sing.

'Let me speak against him.'

9. Ehãã́ _____ _____ nyɛ̃̀. (wié ʃí) Consecutive. 3rd pers. pl.

'He did not let them speak against you.'

10. Nyɛ̃́hãã̍ _____ _____ lɛ̀. (wié ʃí) Permissive. 3rd pers. sing.

'Let him speak against him.'

## LESSON FORTY

### Contonation Patterns: *Disyllabic Low tone Verbs*.

Disyllabic Low tone verbs are those like sɔle. 'to pray', 'to baptise'; dzwɛ̃η. 'to think' and gwao. 'to whip'. The root syllables of these verbs have low tones.

(i) The table below presents the contonation pattern of a disyllabic Low To verb when it has a noun subject. Every syllable is marked. The symbols used are the same as in Table V.

TABLE VI: CONTONATION PATTERNS OF DISYLLABIC LOW TONE VERBS

| | Marker | Root | Marker |
|---|---|---|---|
| 1. Past | | ˋ ˋ | |
| 2. Perfect | é | ˋ ˋ | |
| 3. Progressive | mĩ̀ĩ̀ | ˋ ˋ | |

| Tense | Marker | Root | Marker |
|---|---|---|---|
| 4. Future | bàá | ` ` | |
| 5. Habitual | | ` ` | ɔ̀ |
| 6. Neg. Aorist | | ´ ´ | ´ (ˎ) |
| 7. Neg. Perf. | | ´ ´ | kò |
| 8. Neg. Fut. | | ´ ´ | *ŋ |
| 9. (a) Imperat. Sing. | | ´ ´ | mɔ̃́ |
| 9. (b) Imperat. Pl. | nyɛ̃́ | ` ` | à |
| 10. (a) Neg. Imperat. Sing. | kàá | ` ` | |
| 10. (b) Neg. Imperat. Pl. | nyɛ̃́ká | ` ` | à |
| 11. Consecutive | á | ` ` | |
| 12. Neg. Consecut. | áká | ` ` | |
| 13. Permissive Singl. | á | ` ` | (à) |

(ii) Note the change in root tones in the Negative tenses (Aorist, Perfect and Future) and the Positive Imperative Singular.

(iii) When tense and pronominal prefixes co-occur, the latter precede the former. However, the pronominal prefixes replace the tense-marking prefixes é- in the Perfect and á- in the Consecutive, Negative Consecutive and Permissive, retaining the high tone of these prefixes so that all pronominal prefixes have high tones in these tenses. (In the 3rd pers. pl. the high tone occurs on the 2nd syllable, i. e. amɛ̃́-.) Only the initial á- (Consecutive marker) of the Negative Consecutive áká- is replaced. Other formal changes when pronominal subject prefixes occur are (1) doubling of the pronominal vowel of the 2nd and 3rd person singular and the unrestricted personal pronouns (2) reduction of 1st person singular with Future tense marker to give mĩ́ba- or mã́- .

(iv) To supplement the above table, it should be noted that the 1st person singular prefix mĩ is high toned, while all other pronominal subject prefixes are low toned, but that mi- has low tone (like the other pronoun prefixes) in the Past tense, while the other pronouns have high tone (like mí- ) in the Perfect, Consecutive, Negative Consecutive and Permissive tenses. (In the 3rd person plural, the high tone occurs only on the 2nd syllable.)

<u>Drill 108</u>: Insert the correct verb forms in the following sentences.

1. ______ nĩ̂ĩ anɔ̃. (too) (Progres. 3rd Pers. Sing.) '<u>He is ironing</u>.'

2. ______ nĩ́ĩ̀ anɔ̃. (too)(Progres., 1st Pers. Sing.) 'I am ironing.'

3. Kofímɛ̀ ______ nĩ́ĩ̀ anɔ̃. (too) (Progres) 'Kofi and his friends are ironing.'

4. Gbɔbilɔ́ lɛ̀ ______ loó lɛ́. (tsukɔ) (Past) 'The hunter cured the meat.'

5. Gbɔbilɔ́ lɛ́ ______ loó lɛ́. (tsukɔ) (Perfect) 'The hunter has cured the meat.'

6. ______ ______ nyɛ̃̀. (sɔle...hã́) (Perfect, 1st pers. sing.) 'I have prayed for you.'

7. ______ ______ lɛ̀. (sɔle...hã́) (Perfect, 3rd pers. pl.) 'They have prayed for him.'

8. ______ gbɛ́ lɛ̀ toí. (dãmɔ̃) (Future, partially reduced; 1st pers. sing.) 'I shall stand at the edge of the road.'

9. ______ gbɛ́ lɛ̀ toí. (dãmɔ̃) (Future, fully reduced; 1st pers. sing.) 'I shall stand at the edge of the road.'

10. ______ gbɛ́ lɛ̀ toí. (dãmɔ̃) (Future, 1st pers. pl.) 'We shall stand at the edge of the road.'

Drill 109: Insert the low tone verbs in the sentences.

1. Enyɛ̃mĩ́ lɛ̀ ______ gbɛ́ lɛ̀ toí. (dãmɔ̃) (Future)
'His brother will stand at the edge of the road.'

2. ______ ______ bɔ̀. (sɔle...hã́) (Past, 1st pers. sing.)
'I prayed for you.'

3. ______ dáa gbĩ̀. (sɔle) (Habitual, 1st pers. pl.)
'We pray every day.

4. ______ dáa lɛ̀ɛ́bi. (sɔle) (Habitual, 1st pers. sing.)
'I pray every morning.'

5. ______ lɔ̀o? (sũmɔ̃) (Neg. Aor., 2nd pers. sing.)
'Don't you like meat?'

6. ______ lɔ̀o. (sũmɔ̃) (Neg. Aor., 1st pers. sing.)
'I don't like meat.'

7. Nũ̀ṹ lɛ́ ______ mĩ́sàne. (sũmɔ̃) (Neg. Aor.)
'The man doesn't like me.'

8. Kofí______ wónũ̀ dã́ã̀. (sũmɔ̃) (Neg. Perf.)
'Kofi has never liked soup.'

9. Sówà ______ lɔ̀o dã́ã̀. (sũmɔ̃) (Neg. Perf.)
'Sowa has never liked meat.'

10. ______ dɔ̃́ηη. (wɔlɔ) (Neg. Perf., 1st pers. sing.)
'I have not coughed again.'

Drill 110: Insert the low tone verbs in the sentences.

1. Óbi lɛ̍́ ______ dɔ̃́ŋŋ. (wɔlɔ) (Neg. Fut.)
'Your child will not cough again.'

2. ______ èhe éfɔ̃̀ŋ́ŋ̍́. (dzwɛ̃ŋ) (Neg. Fut., 1st pers. pl.)
'We will not think evil of him.'

3. ______ míhé̍ eflò. (sɛ̃ŋ) (Neg. Fut., 1st pers. sing.)
'I shall not hang myself for nothing.'

4. ______ lɛ̀. (gwao) (Imperative Sing.)
'Whip him!'

5. ______ àmɛ̃. (gwao) (Imperative Pl.)
'Whip them!'

6. ______ yɛ̀ bíɛ̍́. (sre) (Neg. Imperat. Sing.)
'Don't swim here!'

7. ______ yɛ̀ faá lɛ̀ miŋ. (sre) (Neg. Imperat. Pl.)
'Don't swim in the river!'

8. Ekɛɛ́ gbɔ̀bilɔí lɛ̍́ ______ lɛ̀. (tiu) (Consecutive)
'He said the hunters should follow him up.'

9. Ekɛɛ́ ______ tsó lɛ̍́. (tɛo) (Neg. Consecut., 2nd pers. sing.)
'He said you should not plant the tree.'

10. Nyɛ̃́hãã̀ ______ ʃĩ fíòo. (dãmɔ̃) (Permissive Pl., 3rd pers. pl.)
'Let them stand a little.'

## LESSON FORTY ONE

Dialogue: At the Market

A: Wɔbaágbà nyɛ̃ nɔ̃́nĩ wɔ̀nà yɛ dzrá lɛ̀ nɔ̃.
'We will describe for you what we saw in the market.'

B: Nyɛ̃́ lɛ̍́ dɔ̀ra gbĩ, hèwɔ́ lɛ̍́ dzɛ́mɛ̃̀ sɔ ékpakpa.
'Yesterday was market day, so the place was really crowded.'

A: Kooŋbíi̍ srɔ̀toiśrɔ̀toi dzɛ aklowái̍ lɛ fɛ̃ɛ̃ mìŋ amɛ̃bawo dzra.
'All kinds of country people came from the villages and displayed their wares.'

B: Mɛ̃́ĩkomɛ̃ĩ t́re yɛ̀lɛ, mɛ̃̀ĩkomɛĩ t́re àmóò.
'Some carried yams, some carried tomatoes.'

A: Mɛ̃́ĩkomɛ̃ĩ hɔ̃ɔ̃́ mùtsru, mɛ̃̀ĩkomɛ̃ĩ hɔ̃ɔ̃́ sɛbɛ.
'Some sold palm oil; some sold garden eggs.'

B: Dzrayelɔi pii hṹ kè lɔ́lè dzɛ Gã kɛba.
'Many traders too came by lorry from Accra.'

A: Mãmáhɔ̃̀ɔ̃́lɔ̀i t́re mã̀má kɛ̀kpakpaá ʃĩ.
'Cloth-sellers were hawking their goods.'

B: Nĩ yei wúdzĩwùdzĩ komɛ̃ĩ t́rà loo kɛ kɛ̃ntɛ̃́ĩ̀ asɛɛ.
'And some big fat women sat behind baskets of fish.'

## Vocabulary

sɔ. 'to teem with life or action'

kooŋbíí. 'rustics'

wo dzra. 'to lay out wares for sale'

amóò. 'tomato'

mutsru. 'palm oil'

sébɛ. 'garden egg'

dzrayelɔ. 'trader'

kpa...ʃĩ. 'roam about'

wúdzĩwùdzi. 'very big'

kɛ̃ntɛ̃́ŋ. 'basket'

## NOTES

### Contonation Patterns: Monosyllabic Low Tone Verbs

(i) Monosyllabic Low tone verbs, sometimes referred to here as Monosyllabic Class II, such as gbe 'to kill', ta 'to chew' have the contonation patterns given below. A few monosyllabic verbs (Monosyllabic Class III) e. g. ba, 'to come' have the same contonation patterns except in the Negative Aorist, Negative Perfect, Negative Future and Positive Imperative Singular, where they have the tonal patterns of High tone verbs.

The Class III roots are:

be. 'to be well cooked'

ba. 'to come'

wɔ. 'to sleep'

wa. 'to be hard'

wo. 'to wear'

ho. 'to pass'

ye. 'to eat'

le. 'to know'

nũ. 'to hear'; 'to understand'

bo...toí. 'to listen'

dzɛ. 'to come from'

TABLE VII: CONTONATION PATTERNS OF THE MONOSYLLABIC LOW TONE VERBS

| Tense | Marker | Root | Marker |
|---|---|---|---|
| 1. Past | | ˋ | |

| Tense | Marker | Root | Marker |
|---|---|---|---|
| 2. Perfect | é | ˋ | |
| 3. Progressive | mìì | ˋ | |
| 4. Future | bàá! | * | |
| 5. Habitual | | ˋ | ɔ̀ |
| 6. Neg. Aorist | é! | ˊ | ˊ (ˋ) |
| 7. Neg. Perfect | é! | ˊ | kò |
| 8. Neg. Future | é! | ˊ | *<br>η |
| 9. (a) Imp. Sing. | | ˋ | ˊ |
| 9. (b) Imp. Pl. | nyɛ̃́ | ˋ | à |
| 10. (a) Neg. Imp. Sing. | kàá! | * | |
| 10. (b) Neg. Imp. Pl. | nyɛ̃́ ká | ˋ | à |
| 11. Consecutive | á! | * | - |
| 12. Neg. Consecut. | áká! | * | - |
| 13. (a) Permissive Sing. | á! | * | - |
| 13. (b) Permissive Pl. | á | ˋ | à |

(ii) The symbols and the patterns used with pronominal subject prefixes are the same as for Tables V and VI. Pronominal subject prefixes also replace the marker prefix in the Negative Aorist, Negative Future and Negative Perfect tenses.

## LESSON FORTY TWO

Drill 111: Repeat. Low tone verbs are underlined.

| | | |
|---|---|---|
| 1. Kofí gbè toó lɛ́. | (Past) | 'Kofi slaughtered the sheep.' |
| 2. Ámȧ gbè toó lɛ́. | (Past) | 'Ama slaughtered the sheep.' |
| 3. Sówà gbe toó lɛ́. | (Past) | 'Sowa slaughtered the sheep.' |
| 4. Wɔgbe toó lɛ́. | (Past) | 'We slaughtered the sheep.' |
| 5. Migbe toó lɛ́. | (Past) | 'I slaughtered the sheep.' |
| 6. Nũṹ lɛ̀ gbe toó lɛ́. | (Past) | 'The man slaughtered the sheep.' |

7. Kofí egbè dɔ́kɔ̀dɔ́kɔ̀. (Perf.) 'Kofi has killed a duck.'
8. Áma̍ egbè dɔ́kɔ̀dɔ́kɔ̀. (Perf.) 'Ama has killed a duck.'
9. Sówà égbè dɔ́kɔ̀dɔ́kɔ̀. (Perf.) 'Sowa has killed a duck.'
10. Wɔ́gbè dɔ́kɔ̀dɔ́kɔ̀. (Perf.) 'We have killed a duck.'
11. Mígbè dɔ́kɔ̀dɔ́kɔ̀. (Perf.) 'I have killed a duck.'
12. Nũṹ lɛ̍ egbè dɔ́kɔ̀dɔ́kɔ̀. (Perf.) 'The man has killed a duck.'

Drill 112: Repeat

1. Ágo mĩ̀ĩtsa bú. (Progr.) 'Ago is digging a hole.'
2. Ootsa bú. (Progr.) 'You are digging a hole.'
3. Eetsa bú. (Progr.) 'He is digging a hole.'
4. Mĩ́ĩtsa̍ bu. (Progr.) 'I am digging a hole.'
5. Mĩ́ĩtsà kaáa̍. (Progr.) 'I am digging up crabs.'
6. Mĩ́ĩtsa̍. (Progr.) 'I am digging.'
7. Ómũ̀sũ mĩĩda. (Progr.) 'Your stomach is growing big.'
8. Kofí làa dáa gbĩ̀. (Habit.) 'Kofi dreams every day.'
9. Sówà gbeɔ too waa. (Habit.) 'Sowa is good at slaughtering sheep.'
10. Mĩ́làa dáa mã̀ŋkɛ̃. (Habit.) 'I dream every night.'
11. Wɔgbeɔ too dáa otsi. (Habit.) 'We slaughter sheep every week.'
12. Nũṹ lɛ̀ tsaa kaáa̍ wàa. (Habit.) 'The man is good at digging up crabs.'

Drill 113: Repeat

1. Ebaátsɛ̍ tsɔ̃. (Fut.) 'It will delay too much.'
2. Ebaátsɛ̀ waa. (Fut.) 'He will stay very late.'
3. Míbatsɛ̍ ŋmɛ̃nɛ̃̍. (Fut.) 'I will stay late today.'
4. Míbatsɛ̀ Hɔgbaa. (Fut.) 'I will stay late Sunday.'
5. Nũṹ lɛ̀ baágbè too. (Fut.) 'The man will slaughter a sheep.'
6. Gbeé tòo. (Posit. Imp. Sing.) 'Slaughter a sheep!'
7. Gbeé dɔkɔ̀dɔ́kɔ̀. (Posit. Imp. Sing.) 'Kill a duck!'

| | | |
|---|---|---|
| 8. Tsaá sũ̀ kɛ́ba̍. | (Posit. Imp. Sing.) | 'Dig up soil and bring it.' |
| 9. Tsaá bu yɛ̀ bíɛ̍. | (Posit. Imp. Sing.) | 'Dig a hole here!' |
| 10. Nyɛ́mɛ̃̀ã fíɔ̍o. | (Posit. Imp. Pl.) | 'Wait a little!' |

Drill 114: Repeat

| | | |
|---|---|---|
| 1. Kofí emɛ̃̍ɛ̃ Sowà. | (Neg. Aor.) | 'Kofi didn't wait for Sowa.' |
| 2. Sówà émɛ̃̍ɛ̃ Kɔ̀fí. | (Neg. Aor.) | 'Sowa didn't wait for Kofi.' |
| 3. Nũṹ lɛ̍ etsa̍a sũ̍ lɛ̍. | (Neg. Aor.) | 'The man didn't dig up the soil.' |
| 4. Mĩ́mɛ̃̍ɛ̃ lɛ̀. | (Neg. Aor.) | 'I didn't wait for him.' |
| 5. Étsɛ̍ɛ kwlaa. | (Neg. Aor.) | 'He didn't stay long at all.' |
| 6. Amɛ̃́nã̍ã mɔ̀komoko. | (Neg. Aor.) | 'They didn't see anyone.' |
| 7. Kofí ekũ̍kɔ̀ eyí lɛ̍. | (Neg. Perf.) | 'Kofi hasn't cut his hair.' |
| 8. Ékũ̍kɔ̀ eyí lɛ̍. | (Neg. Perf.) | 'He hasn't cut his hair.' |
| 9. Ónã̍kɔ̀ nókɔ̍. | (Neg. Perf.) | 'You haven't seen anything yet.' |
| 10. Amɛ̃́gbe̍kɔ̀ toó lɛ̍. | (Neg. Perf.) | 'They haven't slaughtered the sheep.' |

Drill 115: Repeat

| | | |
|---|---|---|
| 1. Émɛ̃̍ɛ̃↘. | (Neg. Aor.) | 'He didn't wait.' |
| 2. Sówà étsa̍kɔ̀ sṹ lɛ̍. | (Neg. Perf.) | 'Sowa hasn't dug up the soil.' |
| 3. Wɔ́mɛ̃̍ὴ nyɛ̃. | (Neg. Fut.) | 'We will not wait for you.' |
| 4. Amɛ̃́nã̍η gbekɛ̃̍bii̍ lɛ̍. | (Neg. Fut.) | 'They will not see the children.' |
| 5. Sówà étsa̍η bu lɛ̍. | (Neg. Fut.) | 'Sowa will not dig the hole.' |
| 6. Mínũ̍ὴ dãã dɔ̃ηη. | (Neg. Fut.) | 'I shall not drink alcohol again.' |
| 7. Nũṹ lɛ̍ egbe̍η dɔkɔ̀dɔ́kɔ̀. | (Neg. Fut.) | 'The man will not slaughter a duck.' |
| 8. Nyɛ̃́kamɛ̃̀a wɔ. | (Neg. Imp. Pl.) | 'Don't wait for us!' |
| 9. Nyɛ̃́kamɛ̃̀ã. | (Neg. Imp. Pl.) | 'Don't wait!' |
| 10. Nyɛ̃́kamɛ̃̀ã dɔ̃́ηη. | (Neg. Imp. Pl.) | 'Don't wait any more!' |

# LESSON FORTY THREE

Drill 116: Repeat. Low tone verbs are underlined.

| | | |
|---|---|---|
| 1. Kaámɛ̃̍. | (Neg. Imp. Sing.) | 'Don't wait!' |
| 2. Kaámɛ̃̍ Sowà. | (Neg. Imp. Sing.) | 'Don't wait for Sowa.' |
| 3. Kaámɛ̃̀ Kofí. | (Neg. Imp. Sing.) | 'Don't wait for Kofi.' |
| 4. Kaámɛ̃̀ mĩ. | (Neg. Imp. Sing.) | 'Don't wait for me.' |
| 5. Kaámɛ̃̍ tsɔ̃. | (Neg. Imp. Sing.) | 'Don't wait too much.' |
| 6. Kaámɛ̃̀ kɛkɛ. | (Neg. Imp. Sing.) | 'Don't wait for nothing." |
| 7. Wɔ́mɛ̃̍. | (Posit. Indir. Imp.) | 'We should wait.' |
| 8. Amɛ̃́mɛ̃̍ fiòo. | (Posit. Indir. Imp.) | 'They should wait a little.' |
| 9. Mímɛ̃̀? | (Posit. Indir. Imp.) | 'Should I wait?' |
| 10. Wɔ́mɛ̃̀ amɛ̃ | (Posit. Indir. Imp.) | 'We should wait for them.' |

Drill 117: Repeat

| | | |
|---|---|---|
| 1. Kofí agbè toó lɛ́̍. | (Posit. Indir. Imp.) | 'Kofi should slaughter the sheep.' |
| 2. Kofí agbè̍ dɔkɔ̀dɔ́kɔ̀. | (Posit. Indir. Imp.) | 'Kofi should kill the duck.' |
| 3. Kofí kɛ̀ɛ́ àmɛ̃́mɛ̃̍ Sowà. | (Posit. Consecut.) | 'Kofi says they should wait for Sowa.' |
| 4. Kofí kɛ̀ɛ́ Sowà ámɛ̃̀ amɛ̃. | (Posit. Consecut.) | 'Kofi says Sowa should wait for them.' |
| 5. Ópàpá kɛ̀ɛ́ omɛ̃̍. | (Posit. Consecut.) | 'Your father says you should wait.' |
| 6. Amɛ̃kɛɛ́ nyɛ̃tsa̍ bu lɛ́̍. | (Posit. Consecut.) | 'They say you should dig the hole.' |
| 7. Ópàpá kɛ̀ɛ́ omɛ̃̀ lɛ. | (Consecut.) | 'Your father says you should wait for him.' |
| 8. Wɔ́kamɛ̃̍. | (Neg. Indir. Imp.) | 'We should not wait.' |
| 9. Amɛ̃́kamɛ̃̍ kwlaa. | (Neg. Indir. Imp.) | 'They should not wait at all.' |
| 10. Amɛ̃́kamɛ̃̀ wɔ. | (Neg. Indir. Imp.) | 'They should not wait for us.' |

Drill 118: Repeat

| | | |
|---|---|---|
| 1. Kofímɛ̃̍ akamɛ̃̍. | (Neg. Indir. Imp.) | 'Kofi and his friends should not wait.' |
| 2. Kofímɛ̃̍ akamɛ̃̀ mĩ. | (Neg. Indir. Imp.) | 'Kofi and his friends should not wait for me.' |

3. Kofímꜝɛ̃ akamꜝɛ̃ dɔ̃ηη. (Neg. Indir. Imp.) 'Kofi and his friends should not wait anymore.'

4. Ómã̀mĩ́ kɛ̀ɛ́ okamꜝɛ̃. (Neg. Consecut.) 'Your mother says you should not wait.'

5. Ómã̀mĩ́ kɛ̀ɛ́ okamɛ̃̀ lɛ. (Neg. Consecut.) 'Your mother says you should not wait for her.'

6. Amɛ̃kɛɛ́ wɔkamɛ̃̀? (Neg. Consecut.) 'They say we should not wait?'

7. Amɛ̃kɛɛ́ wɔkamꜝɛ̃. (Neg. Consecut.) 'They say we should not wait.'

8. Kofí kɛ̀ɛ́ Sowà ákamꜝɛ̃. (Neg. Consecut.) 'Kofi said Sowa should not wait.'

9. Kofí kɛ̀ɛ́ Sowà ákamɛ̃̀ lɛ. (Neg. Consecut.) 'Kofi said Sowa should not wait for him.'

10. Ekɛɛ́ yɔ̀ɔ́ lꜝɛ́ akagbꜝe dɔkɔ̀dɔ́kꜝɔ́ lꜝɛ́. (Neg. Consecut.) 'He said the woman should not kill the duck.'

Drill 119 : Repeat

1. Hã́ Kɔ̀fí amꜝɛ̃. (Permis. Sing.) 'Let Kofi wait.'
2. Hã́ àmɛ̃́mꜝɛ̃. (Permis. Sing.) 'Let them wait.'
3. Hã́ mãmꜝɛ̃. (Permis. Sing.) 'Let me wait.'
4. Hã́ emꜝɛ̃. (Permis. Sing.) 'Let him wait.'
5. Kaáhã Kɔ̀fí mɛ̃̀. (Permis. Sing.) 'Don't let Kofi wait.'
6. Kaáhã Kɔ̀fí mɛ̃̀ tsɔ̃́. (Permis. Sing.) 'Don't let Kofi wait too long.'
7. Kaáhã àmɛ̃mɛ̃ wɔ. (Permis. Sing.) 'Don't let them wait for us.'
8. Nyɛ̃́hãã̀ Kofí amɛ̃̀ã. (Permis. Pl.) 'Let Kofi wait.'
9. Nyɛ̃́hãã̀ Kofímꜝɛ̃ amɛ̃̀ã. (Permis. Pl.) 'Let Kofi and his friends wait.'
10. Nyɛ̃́hãꜝã mãgbèa toó lꜝɛ́. " 'Let me slaughter the sheep.'

Drill 120: Repeat

1. Nyɛ̃́kahãã̀ Kofí mɛ̃̀ã. (Permis. Pl.) 'Don't let Kofi wait.'
2. Nyɛ̃́kahãꜝã Sowà mɛ̃ã tsɔ̃́. (Permis. Pl.) 'Don't let Sowa wait too much.'

| | | | |
|---|---|---|---|
| 3. | Nyɛ̃́kahãã̍ Kofímɛ̃̀ mɛ̃ã. | (Permis. Pl.) | 'Don't let Kofi and company wait.' |
| 4. | Nyɛ̃́kahãã̀ emɛ̃ã pii. | (Permis. Pl.) | 'Don't let him wait a lot.' |
| 5. | Nyɛ̃́kahãã̀ amɛ̃mɛ̃ã. | (Permis. Pl.) | 'Don't let them wait.' |
| 6. | Nũṹ lɛ̍́ hãã Kɔ̀fí amɛ̃̍. | (Permis. Sing.) | 'The man didn't let Kofi wait.' |
| 7. | Nũṹ lɛ̀ hã́ Kɔ̀fí mɛ̃̀. | (Permis. Sing.) | 'The man let Kofi wait.' |
| 8. | Nũṹ lɛ̍ hã̍η Sowà ámɛ̃̍. | (Permis. Sing.) | 'The man will not let Sowa wait.' |
| 9. | Nũṹ lɛ̍́ hãkɔ̀ Sɔ́wà ámɛ̃̍. | (Permis. Sing.) | 'The man has not allowed Sowa to wait.' |
| 10. | Nyɛ̃hã́̍η wɔmɛ̃̍. | (Consecut.) | 'You will not let us wait.' |

## LESSON FORTY FOUR

### Nouns and Adjectives

(i) Nouns and Adjectives are words which have different forms only for singular and plural number, and words which function similarly to those that have.

(ii) A Noun can be the head or the only member of a Noun Phrase that can function as the subject or object of a verb in the sentence. An Adjective qualifies a Noun, and cannot be the only member of a Noun Phrase.

(iii) An Adjective agrees in number with the Noun it qualifies, and follows it in the Noun Phrase. Other words functioning as Adjectives may precede the Noun.

(iv) A Noun Phrase can be either closed or open: a closed Noun Phrase has as its final constituent the enclitic lɛ́; an open Noun Phrase does not end in lɛ́.

(v) Adjectives that qualify a Noun that is the head of a closed Noun Phrase occur before the enclitic lɛ́.

(vi) Some Nouns and Adjectives are distinguished only by the position they occupy in the Noun Phrase. Some Nouns begin with a high tone syllable é- that is absent in the corresponding adjectives.

| Adjective | Noun |
|---|---|
| kpákpa. 'good' | ékpakpa. 'good' |
| fɔ̃ή η̍. 'bad' | éfɔ̃̀ή η̍. 'evil' |

| Adjective | | Noun | |
|---|---|---|---|
| yɛ́η̍. | 'white' | éyɛη̍. | 'white' |
| tsru. | 'red' | étsru. | 'red' |
| komé. | 'one' | ékòmé. | 'one' |

Drill 121: Repeat.

1. Nũũ. 'A man.'
2. Nũũ ko. 'A certain man.'
3. Nũũ tsru ko. 'A certain fair-coloured man.'
4. Nũũ kakãdã́ηη ko̍. 'A certain tall man.'
5. Nũũ tsru kakãdã́ηη ko̍. 'A tall fair-coloured man.'
6. Nũṹ lɛ̍. 'The man.'
7. Nũũ tsru kakãdã́ηη lɛ̍. 'The tall red man.'
8. Be kó lɛ̍. 'Once upon a time.'
9. Hĩĩ komɛ̃ĩ́. 'Certain men.'
10. Hĩĩ komɛ̃ĩ́ lɛ̍. 'Those men.'
11. Hĩĩ tsudzĩ kakãdã́dzĩ̀ komɛ̃ĩ. 'Certain tall fair-coloured men.'
12. Hĩĩ tsudzĩ kakãdã́dzĩ̀ komɛ̃ĩ́ lɛ̍. 'Those tall fair-coloured men.'

Drill 122: Repeat.

| | |
|---|---|
| 1. Agbó lɛ̍. | 'The big one.' |
| 2. Agbó àgbo. | 'A big gate.' |
| 3. Agbóì agboi étɛ̃̍ lɛ̍. | 'The three big gates.' |
| 4. Wolo dĩ́η̍ bibìóo lɛ̍. | 'The small black book.' |
| 5. Édĩη̍ bibìóo lɛ̍. | 'The small black one.' |
| 6. Bíbii̍ lɛ̍. | 'The small ones.' |
| 7. Gbékɛ̃̍bii̍ bibii̍ lɛ̍. | 'The little children.' |
| 8. Hĩĩ étɛ̃̍ lɛ̍ fɛ̃ɛ̃ nã̀ lɛ. | 'All the three men saw him.' |
| 9. Hĩĩ fɛ̃́ɛ̃ hĩ̀. | 'All men are good.' |

10. Emãmĩ́ dĩɛ̃̀ŋtsɛ ba.  'Her mother came herself.'

## LESSON FORTY FIVE

### Dialogue

A: Ḱlɔ̍mɔ̃ kapɛ̀dzĩ́ lɛ̍ nĩ dzw̍re ɔ̀kplɔ̃́ŋ lɛ̀ nɔ̃́ lɛ̍ ohã mĩ̍.

'Pick up the pennies on the table for me.'

B: Ãnĩ okplɔ̃́ŋ lɛ̀ nɔ̃ okɛɛ́ lɛ̀, áloo èʃĩʃĩ.

'Did you say on the table, or under it?'

A: Mikɛɛ́ èyitéŋ̀.

'I said on top.'

B: Ḿĩ̀hla fɛ́ɛ̃ momo.

'I have picked them up already.'

A: Yoo. Kwɛ́mɔ sɛ̀ĩ́ lɛ̀ sɛɛ ákɛ̍ ɔ̀baánã̍ miga̍ lɛ̀ ló.

'Okay. See if you can find my ring behind the chair.'

B: Ḿĩnã̀. Ekã́ sɛ̀ĩ́ lɛ̍ nĩ mã̀ saatsó lɛ̍ hĩɛ̃̍ lɛ̀ mãsɛí.

'I have found it. It was beside the chair in front of the bedstead.'

A: Mó. Ahékoo.

'Well done. Congratulations.'

### Vocabulary

ḱlɔ̍. 'to pick'
káp̀lɛ, kápɛ̀dzĩ. 'penny, pennies'
nĩ́. 'which'
dzẃre. 'to lie on'
okplɔ̃́ŋ. 'table'
nɔ̃. 'on, upon'
ãnĩ. 'is it?'
yitéŋ̀. 'top'

hla. 'to pick up'
mómo. 'already'
ló. Interrogative word
mã. 'to stand at'
saatso. 'bedstead'
hĩ́ɛ̃̀. 'in front of'
mãsɛí. 'near; by the side of'

## NOTES

### Contonation Patterns: High-Mid Verbs

The Table below sets out the contonation patterns for High-Mid tone verbs such as tsáke̍ 'to change' and bɛ́ŋkɛ̍ 'to move near'. Symbols and formal changes with pronominal prefixes are the same as for Tables V, VI and VII.

TABLE VIII: Contonation Patterns: High-Mid Verbs

| Tense | Marker | Root | Marker |
|---|---|---|---|
| Past | ! | ´ * | |
| Perfect | é! | ´ * | |
| Progressive | mĭĩ | ´ * | |
| Future | bàá | ´ * | |
| Habitual | ! | ´ ` | ɔ̀ |
| Neg. Aorist | | ´ ˈ | ´ (↘) |
| Neg. Perf. | | ´ ˈ | kò |
| Neg. Fut. | | ´ ˈ | *<br>ŋ |
| Imp. Sing. | | ´ ˈ | mɔ̃́ |
| Imp. Pl. | nyɛ̃́ | ´ ` | à |
| Neg. Imp. Sing. | kàá | ´ * | |
| Neg. Imp. Pl. | nyɛ̃́ká | ´ ` | à |
| Consecut. | á | ´ * | |
| Neg. Consecut. | á ká | ´ * | |
| Permiss. Sing. | á | ´ * | |
| Permiss. Pl. | á | ´ ` | à |

## LESSON FORTY SIX

Drills: Repeat. High-Mid Verbs are underlined.

Drill 123.

1. Kofí tsa̍kè ʃiká lɛ̍. (Past) 'Kofi changed the money.'
2. Kofí tsa̍ke̍ mĭʃ̮ìká lɛ̍. (Past) 'Kofi changed my money.'

3. Áma̍ tsa̍kè mĩʃìká lɛ̍. (Past) 'Ama changed my money.'

4. Sówà tsákè ʃiká lɛ̍. (Past) 'Sowa changed the money.'

5. Sówà tsáke̍ mĩʃìká lɛ̍. (Past) 'Sowa changed my money.'

6. Nũ̃́ lɛ̀ tsáke̍ ʃiká lɛ̍. (Past) 'The man changed the money.'

7. Wɔbɛ́ŋkɛ̀ amɛ̃. (Past) 'We are near them.'

8. Amɛ̃bɛ́ŋkɛ̍ gbekɛ̃̍bii̍ lɛ̍. (Past) 'They are near the children.'

9. Mĩpɛ̃́ntè̍ ʃĩnã̀ã́ lɛ̀ he nyɛ̃. (Past) 'I painted the door yesterday.'

10. Mĩ́flikì kɛtee Gã. (Past) 'I flew to Accra.'

Drill 124

1. Kodzó etsa̍kè ʃiká lɛ̍. (Perfect) 'Kodzo has changed the money.'

2. Áma̍ etsa̍ke̍ mĩʃìká lɛ̍. (Perfect) 'Ama has changed my money.'

3. Kɔ̃́nè ébɛ̍́ŋkɛ̀ wɔ ágbɛ̃̀nɛ̃́. (Perfect) 'Koney has moved near us now.'

4. Dɔ̃́ktà éf̍likì kɛ́tèe Kũmã̀ãse. (Perfect) 'Doctor has flown to Kumasi.'

5. Dɔ̃́kta̍ lɛ̍ ef̍likì kɛ́tèe Kũmã̀ã́se. (Perfect) 'The doctor has flown to Kumasi.'

6. Mítsa̍kè ʃiká lɛ̍. (Perfect) 'I have changed the money.'

7. Wɔ̃́tsa̍kè wɔʃiká lɛ̍. (Perfect) 'We have changed our money.'

8. Amɛ̃́tsa̍ke̍ mĩʃìká lɛ̍. (Perfect) 'They have changed my money.'

9. Étsa̍kè ʃiká lɛ̍. (Perfect) 'He has changed the money.'

10. Étsa̍kè? (Perfect) 'Has he changed it?'

Drill 125

1. Kodzó mĩ̀ĩtsákè ʃiká lɛ̍. (Progressive) 'Kodzo is changing the money.'

2. Áma̍ mĩ̀ĩtsáke̍ oʃìká lɛ̍. " 'Ama is changing your money.'

3. Sówà mĩĩtsákè wɔʃiká lɛ̍. " 'Sowa is changing our money.'

4. Draíva lɛ̀ mĩĩtsákè etalé. " 'The driver is changing his clothes.'

5. Amɛ̃mĩĩtsákè amɛ̃he. " 'They are changing .'

6. Eetsáke̍ nɔ̃fɛ̃ɛ̃nɔ̃. " 'He is changing everything.'

7. Ootsákè ʃiká lɛ̀? " 'Are you changing the money?'

8. Mĩ́ĩtsake̍ mĩnĩfèémꜜɔ̃. (Progressive) 'I am changing my behaviour.'

9. Eenĩ́nã̀ wɔ. " 'He is catching up with us.'

10. Oosĩ́ꜜsɛ̃ tsɔ̃. " 'You are too much of a parasite.'

Drill 126

1. Tɛtɛ baáfɛ̃nè kpãã́ lɛ̍. (Future) 'Tetteh will untie the string.'

2. Nṹũ lɛ̀ baáfɛ̃nè kpãã́ lɛ̍. " 'The man will untie the string.'

3. Áma̍ bàáfɛ̃nè kpãã́ lɛ̍. " 'Ama will untie the string.'

4. Míbatsakè ʃiká. " 'I will change money.'

5. Mã́tsakè ʃiká sãŋŋ. " 'I will change a considerable sum of money.'

6. Nyɛ̃baátsakè ʃika↘?. " 'Will you change money?'

7. Kodzó ka̍l̃ɔ nɔ̃́fɛ̃ɛ̃nɔ̃. (Habitual) 'Kodzo remembers everything.'

8. Áma̍ ka̍l̀ɔ emãmĩ́ daa. " 'Ama always remembers her mother.'

9. Nṹũ lɛ̀ kál̀ɔ emãŋ dáa gbĩ̀." 'The man remembers his hometown every day.'

10. Mĩ́ka̍l̀ɔ ópàpá tsɔ̃. " 'I remember your father too well.'

## LESSON FORTY SEVEN

Drills: Repeat. High-Mid Verbs are underlined.

Drill 127

1. Kofí kal̍i mòkomoko. (Neg. Aorist) 'Kofi does not remember anybody.'

2. Áma̍ kãne̍e nĩŋmã̀ã́ lɛ̍. " 'Ama did not read the writing.'

3. Tɛtɛ táo̍o noko̍. " 'Tetteh is not looking for anything.'

4. Gbékꜜɛ̃ lɛ̍ kal̍i ètsɛ gbɛ́l̍i. " 'The child does not remember his father's name.'

5. Mĩ́kal̍i lɛ̀. " 'I don't remember him.'

6. Amɛ̃kál̍i bò. " 'They don't remember you.'

7. Kofí kãne̍kò woló lɛ̍. (Neg. Perf.) 'Kofi has not read the book.'

8. Amɛ̃kál̍kò hénĩ òdzɛ. " 'They have not remembered where you are from.'

9. Mĩ́gũmꜜɔ̃kò ékò dã́ã̀. " 'I have not peeled one before.'

10. Nṹũ lɛ̍ gũmꜜɔ̃kò akutú dꜜãã̀. " 'The man has not peeled oranges before.'

## Drill 128.

1. Tɛté tsake̍ŋ̀ ʃiká lɛ̍. (Neg. Fut.) 'Tettey will not change the money.'
2. Ámá̍ kãne̍ŋ̀ nĩŋmã̀ã nɛ́ɛ̃̍. " 'Ama will not read this writing.'
3. Mĩ́kpɔtɔ̍ŋ̀ sṹ lɛ̍. " 'I will not mix up the soil.'
4. Mĩ́kposa̍ŋ̍ mĩdɛ̃̍. " 'I will not rub my hands.'
5. Nũṹ lɛ̍ kota̍ŋ̀ mãmá lɛ̍. " 'The man will not fold the cloth.'
6. Tɛ̃tɛ kã́ne̍ŋ̍ owòló lɛ. " 'Tetteh will not read your book.'
7. Tsáke̍mɔ̃ onĩfèémɔ̃̍. (Dir. Imp. Sing.) 'Change your behaviour!'
8. Ófàí ↘ nɛ̃́, tsáke̍mɔ̃ mĩʃìká nɛ̍ɛ̃̍. " 'Please change my money.'
9. Gṹũ̍mɔ̃ àkutú lɛ̀ he. " 'Peel the orange!'
10. Tsṹũ̍mɔ̃ kaá̍ lɛ̀ he. " 'Wipe the car clean!'

## Drill 129.

1. Nyɛ̃́tsakèa nyɛ̃nĩ́fèémɔ̃̍. (Dir. Imp. Pl.) 'Change your behaviour!'
2. Nyɛ̃́tsũmɔ̃̀ã káá̍ lɛ̀ he. " 'Wipe the car clean!'
3. Nyɛ̃́gũmɔ̃̀ã akutúí̍ lɛ̍. " 'Peel the oranges!'
4. Kaátsakè ʃiká òhã́ mɔ̃̀nɛ̃́. (Neg. Imp. Sing.) 'Don't change money for this fellow.'
5. Kaátsake̍ noko̍nokò ohã́ lɛ̀. " 'Don't change anything for him.'
6. Kaátsũmɔ̃̍ kaá̍ lɛ̀ he leébí̍ nɛ̃̍ɛ̃̍. " 'Don't wipe the car this morning.'
7. Kaágũmɔ̃̀ akutú lɛ̍. " 'Don't peel the orange.'
8. Nyɛ̃́katsakèa nyɛ̃he dã́ã̀. (Neg. Imp. Pl.) 'Don't change yet.'
9. Nyɛ̃́katsakèa nóko̍noko̍. " 'Don't change anything.'
10. Nyɛ̃́kafatàa amɛ̃he. " 'Don't join them.'

## Drill 130.

1. Ekɛɛ́ nũ̀ṹ lɛ̍ atsakè eʃiká lɛ̍. (Consecut.) 'He said the man should change his money.'
2. Ekɛ̃ɛ́ otsakè eʃiká lɛ̍ ohã lɛ̀. " 'He says you should change his money for him.'

3. Ekɛɛ́ Tɛ̀tɛ átsũmɔ̃̍ kaa̍ lɛ̀ he. (Consecut.) 'He says Tetteh *should wipe* the car.'

4. Ekɛɛ́ Tɛ̀tɛ *ákatsũmɔ̃̍* kaa̍ lɛ̀ he. (Neg. Consecut.) 'He says Tetteh *should not wipe* the car.'

5. Ekɛɛ́ mĩ*kagũmɔ̃̀* akutú lɛ̍. (Neg. Consecut.) 'He says *I should not peel* the orange.'

6. Hã́ *mãtsakè̍* oʃìká lɛ̍. (Permiss. Sing.) 'Let *me change* your money.'

7. Hã́ Tɛ̀tɛ *átsakè* ʃiká lɛ̀ dã́ã̀. " 'Let Tetteh *change* the money first.'

8. Nyɛ́hãã̍ *mãtsakèa* ʃiká lɛ̀ dã́ã̀. (Permiss. Pl.) 'Let me *change* the money first.'

9. Nyɛ́hãã̍ Ama̍ *akãnèa* mĩ́wòló lɛ̍. (Permiss. Pl.) 'Let Ama *read* my book.'

10. Nyɛ́kahãã̍ Ama̍ *kã̍nèa* míwòló lɛ̍. " 'Don't let Ama *read* my book.'

## LESSON FORTY EIGHT

### Compound Nouns and Possessive Noun Phrases

(i) A Compound Noun is a structure of Noun + Noun which functions as a single Noun. A Compound Noun is marked by pluralisation of the structure as a whole, i. e. the plural form of the Compound Noun has the plural suffix marker only with the final Noun of the Compound.

(ii) A singular Compound Noun is in form very similar to a singular Noun Phrase of Possessive structure, since the order of elements is the same. But it is identifiable by reference to the corresponding plural form, since the Possessive Plural phrase has an overt a-marker.

These patterns may be represented:

| | | |
|---|---|---|
| *Compound Nouns*: | (1) Ns + Ns | *Singular* |
| | (2) Ns + Np | *Plural* |
| *Possessive Phrases*: | (1) Ns + Ns | *Singular Possessor* |
| | (2) Ns + Np | *Singular Possessor* |
| | (3) Np + aNs | *Plural Possessor* |
| | (4) Np + aNp | *Plural Possessor* |

*Drill 131*. Repeat. Compound Nouns are underlined.

1. Eemã *tsotsũ* yɛ Tɛmã. 'He is erecting a *wooden building* at Tema.'

2. Eemã̀mɔ̃ tsotsũĩ̀ étɛ̃̀ yɛ Tɛmã. 'He is erecting three wooden buildings at Tema.'

3. Ótsòfã́ lɛ̀ kɛ mi éyè. 'Your medicine has agreed with me.'

4. Dɔkta Ádè hã́ mĩ̀ tsofãĩ śrɔ̀toi. 'Dr. Addy gave me various drugs.'

5. Kofí sũ̀mɔ̃ɔ̃ dadé àwalé lꜝɛ́. 'Kofi likes the iron spoon.'

6. Kofí yɛ̀ dadé àwaléì agboi pii. 'Kofi has many big iron spoons.'

7. Nɛ̃́gbɛ̀ ówàógà yɛ́ꜝŋ lɛ̀ yɔ́ɔ̀. 'Where is your white ring?'

8. Ewóo èwaógài yɛ́dzꜝĩ̀ lꜝɛ́ ŋmɛ̃ꜝnɛ̃́. 'She didn't wear her white rings today.'

9. Áʃi yɛ̀lɛ fufuí. 'Let them prepare yam fufu'.

10. Ewo ʃiká gà. 'She is wearing a gold ring.'

Drill 132: Repeat. Possessive Noun Phrases are underlined.

1. Eemã tootsũ yɛ Tɛmã. 'He is building a sheep-pen at Tema.'

2. Eemã tooiatsũ yɛ Tɛmã. 'He is building a pen for sheep at Tema.'

3. Eemã̀nɔ̃ tooiatsũĩ̀ étɛ̃̀ yɛ Tɛmã. 'He is building three pens for sheep at Tema.'

4. Mɛ̃́ɛ̃̀ tso fã nɛ̃́. 'Which tree's root is this?'

5. Tseí afãĩ kũmɔ̃ tsṹ lꜝɛ́. 'Roots of trees broke down the building.'

6. Tseí lɛ̀ afãĩ́ lɛ̀ kũmɔ̃ tsṹ lꜝɛ́. 'The roots of the trees broke down the building.'

7. Ótsò lɛ̀ fã́ lɛ̀ kũ tsṹ lꜝɛ́. 'The root of your tree broke down the building.'

8. Aafeé yèiakpeé lꜝɛ́ ŋmɛ̃ꜝnɛ̃̀. 'The women's meeting is being held today.'

9. Áfã̀ fufuí dùadé. 'Let them dig up Cassava for making fufu.'

10. Ehã́ lꜝɛ́ nĩyeli ʃìká. 'He gave her money for food.'

## LESSON FORTY NINE

### Verbs: Plurals and Iteratives

1. Some verbs have plural forms that occur when the action of the verb is repeated, or when its nominal subject or object is plural. e. g.:

1. Kofí ta̍ dzɛmɛ̍. (Sing.) 'Kofi sat there.'

2. Kofímɛ̀ t́ra̍ dzɛmɛ̍. (Pl.) 'Kofi and his friends sat there.'

3. Nũṹ lɛ̀ kɔ́ tɛ. (Sing.) 'The man picked up a stone.'

4. Nũṹ lɛ̀ ḱlɔ̍ tɛi̍. (Pl.) 'The man picked up stones.'

5. Ebo. (Sing.) 'He shouted.' (once)

6. Ebólɔ̍ (Pl.) 'He shouted.' (several times)

(ii) These plural forms are derivable from the verb roots. Some monosyllabic verb roots have a plural suffix LV (initial l plus vowel) in which the V unit is most often the same vowel as that of the root. The resulting disyllabic verb form CVLV is most often reduced to a CəLV or CLV form (cf. Lesson 22 for similar reductions).

| Root | | Plural variants |
|---|---|---|
| tá. | 'to sit' | t́ra̍, tála̍. |
| kɔ́. | 'to pick up' | ḱlɔ̍, kɔ́lɔ̍. |
| da. | 'to be big' | d́ra̍, dála̍. |
| bo. | 'to shout' | b́lɔ̍, bólɔ̍. |

(iii) Some monosyllabic roots have a suffix mɔ̃.

| | | |
|---|---|---|
| tũ. | 'to jump' | tṹmɔ̃̍. |
| mã. | 'to build' | mãmɔ̃. |
| fĩ. | 'to tie' | fĩmɔ̃. |
| bú. | 'to wear' | búmɔ̃̍. |

(iv) Some disyllabic verb roots of structure CəLV or CVmɔ̃ are plural in form and meaning but have no corresponding monosyllabic roots.

| | | | |
|---|---|---|---|
| gṹmɔ̃̍. | 'to peel' | wamɔ̃. | 'to scratch' |
| hala, hla, hra. | 'to pick' | gblɛ, gbɛlɛ. | 'to grind' |
| tsɔ̃mɔ̃. | 'to peel' | f́la̍, fála̍. | 'to greet' |

(v) Some verbs have plurals marked by an i affix.

| | | |
|---|---|---|
| gbó. | 'to die' | gbói̍. |
| tswa. | 'to hit' | tswiá. |

2. (i) Many verbs have iterative forms, indicating repetition or distribution of the action. The iterative is derived by reduplication of the verb with or without lengthening of the final vowel of the reduplicated form.

(ii) Iteratives of Low-High roots have reduplicated tones of the root. Other iteratives mostly have the tones of the base verb initially, low tones on the reduplicated second half, and a high tone on the final vowel lengthening.

| Verb | | Iterative |
|---|---|---|
| bí. | 'to ask' | bíbìí. |
| hé↘. | 'to buy' | héhèé. |
| dzo. | 'to dance' | dzodzoó. |
| ye. | 'to eat' | yeyeé. |
| t́ra̍. | 'to sit' | t́ràtraá: |
| tṹmɔ̃̍. | 'to jump' | tṹmɔ̃̀tũmɔ̃ɔ̃́: |
| dzẃre. | 'to lie at' | dzẃredzẁreé. |
| sɔle. | 'to pray' | sɔlesɔleé. |
| mã́le. | 'to lie' | mã́lemã̀leé. |
| tsákė. | 'to change' | tsákètsakeé. |
| fútu̇. | 'to mix' | fútùfutuú. |
| pilá. | 'to wound' | pilápìlá. |
| tĩtĩ́. | 'to scratch' | tĩtĩ́tĩ̀tĩ́. |
| kodzó. | 'to judge' | kodzókòdzó. |
| mãdze. | 'to send by' | mãdzémã̀dzé. |
| tswiá. | 'to beat' | tswiátswìá. |
| tsɔ̃ɔ̃́↘. | 'to teach' | tsɔ̃ɔ̃́tsɔ̃̀ɔ̃́. |

(iii) The iterative of gbó 'to die' has final i instead of lengthened root vowel:

| | | |
|---|---|---|
| gbó. | 'to die' | gbógbòí. |

Drill 133. Repeat. Plural forms are underlined.

| | | |
|---|---|---|
| 1. | Ḱlɔ̍mɔ̃ wòdzĩ́ lɛ̍ ohã mĩ̍. | 'Pick up the books for me.' |
| 2. | Skúùbíi̍ lɛ̍ fɛ̃ɛ̃ bàt́rà ʃĩ. | 'All the pupils came and sat down.' |
| 3. | Éŋm̀lã̀ wodzĩ pii. | 'He has written many books.' |
| 4. | Nyɔŋmɔʃíìmɔ̃́ lɛ̀ kũmɔ̃ tsṹ lɛ̍. | 'The thunder wrecked the house.' |
| 5. | Nã́mɔ̃̀ nĩ́biì dzẃre dzɛmɛ̃̍ lɛ̍. | 'Whose things are lying there?' |
| 6. | Gbɔ̃mɛ̃ĩ mĩĩgbóì tãmɔ̃ baálá̍bii̍. | 'People are dying like locusts.' |
| 7. | Amɛ̃miikɔ̃́mɔ̃̀ amɛ̃he. | 'They are at each other's throats.' |
| 8. | Émã̀mɔ̃ tsũĩ éhã̍ èŋãmɛ̃́ lɛ̍ fɛ̃ɛ̃. | 'He has built houses for all his wives.' |
| 9. | Efolɔ mãmá lɛ̍ dukuduku. | 'She cut up the cloth into many pieces.' |
| 10. | Gbeé kò miibólɔ̍. | 'A dog is barking.' |

Drill 134. Repeat. Iterative forms are underlined.

| | | |
|---|---|---|
| 1. | Apilápìlá lɛ̀ yɛ wɔhewɔ. | 'He was wounded because of us.' |
| 2. | Amɛ̃feéfèé nĩbii̍ srɔ̀toiśrɔ̀toi. | 'They did various things.' |
| 3. | Hĩĩ́medzĩ̍ lɛ̀ wiéwìé kɛ̀tee kɛba. | 'The old men consulted amongst themselves.' |
| 4. | Gbóhĩ̀ĩ dzẃredzẁré ŋã̍ lɛ̀ nɔ̃ fɛ̃́ɛ̃. | 'Dead bodies were scattered all over the field.' |
| 5. | Amɛ̃bíbìí lɛ̀ sãdzĩ pii. | 'They asked him many questions.' |
| 6. | Gbékɛ̃̍bii̍ lɛ̀ ʃwɛ́ʃwɛ̀ɛ́ yɛ̀ gbɛ́ lɛ̀ toí. | 'The children played by the roadside.' |
| 7. | Emãmĩ́mɛ̃̀ kekeé mĩ̍ nĩĩ̀ pii. | 'His mother's group gave me many presents.' |
| 8. | Gbɔ̃mɛ̃ĩ́,lɛ̀ dzodzoó dzè nɛ̃́ɛ̃̀ miŋ dzoi fɛ̃ɛ̃. | 'The people did many dances from around the world. |
| 9. | Amɛ̃tsákètsakeé ʃìkái̍ srɔ̀toi. | 'They changed all sorts of money.' |
| 10. | Amɛbúà amɛ̃he nãã yɛ tsṹ lɛ̀ miŋ nĩ amɛ̃sɔlesɔleé. | 'They assembled in the room and prayed.' |

## LESSON FIFTY

### Contonation Patterns: Low-High Verbs:

The table below presents the contonation patterns for verbs with low-high tone roots, such as pilá 'to wound':

TABLE IX: Contonation Patterns: Low-High Verbs

| Tense | Marker | Root | Marker |
|---|---|---|---|
| Past | | ˋ ˊ | |
| Perfect | é | ˋ ˊ | |
| Progressive | mĩĩ | ˋ ˊ | |
| Future | baá! | ˊ ˊ | |
| Habitual | | ˋ ˊ | $\overset{*}{ɔ}$ |
| Neg. Aorist | é! | ˊ ˊ | ´(ˋ) |
| Neg. Perfect | é! | ˊ ˊ | ko |
| Neg. Future | é! | ˊ ˊ | $\overset{*}{η}$ |
| Imp. Sing. | | ˋ ˊ | mɔ̃́ |
| Imp. Pl. | nyɛ̃́! | ˊ ˊ | $\overset{*}{a}$ |
| Neg. Imp. Sing. | kaá! | ˊ ˊ | |
| Neg. Imp. Pl. | (nyɛ̃́)ká! | ˊ ˊ | $\overset{*}{a}$ |
| Consecutive | á! | ˊ ˊ | |
| Neg. Consecut. | (a)ká! | ˊ ˊ | |
| Permiss. Sing. | á! | ˊ ˊ | |
| Permiss. Pl. | á! | ˊ ˊ | $\overset{*}{a}$ |

(i) The high tone of the root remains in all tenses. Except in Tense 2, Positive Perfect, the initial low tone of the root is assimilated to mid in a high tone environment within the verb.

(ii) Pronominal subject prefixes and the tense markers mĩĩ - and baá - undergo the same morphophonemic changes that occur in other tenses.

Drills: Repeat. Low-High verbs are underlined.

Drill 135

1. Kofí pìlá èhe. (Past) 'Kofi wounded himself.'
2. Ámá pìlá èhe. " 'Ama wounded herself.'

3. Sówà pilá èhe. (Past) 'Sowa hurt himself.'

4. Nṹũ lɛ̀ pilá lɛ̀. " 'The man hurt him.'

5. Amɛ̃pilá lɛ̀. " 'They hurt him.'

6. Kofí epìlá èhe. (Perfect) 'Kofi has hurt himself.'

7. Áma̍ epìlá èhe. " 'Ama has hurt herself.'

8. Sówà épìlá lɛ̀. " 'Sowa has hurt him.'

9. Nṹũ lɛ̍ epìlá èhe. " 'The man has hurt himself.'

10. Amɛ̃́pìlá àmɛ̃he. " 'They have hurt themselves.'

### Drill 136

1. Wɔ́pìlá lɛ̀. (Perfect) 'We have hurt him.'

2. Wɔpilá lɛ̀. (Past) 'We hurt him.'

3. Oodzidzé mĩnã̀ã. (Progressive) 'You are molesting me.'

4. Eekasé nĩĩ̍. " 'He is studying.'

5. Mĩ́ĩka̍se nĩĩ̍. " 'I am learning.'

6. Mĩ́ĩko̍dzo sã̀né lɛ̍. " 'I am adjudicating the case.'

7. Kofí miiʃɛdzé Ama̍ mĩĩ̍. " 'Kofi is comforting Ama.'

8. Áma̍ mĩ̀ĩʃɛdzé Kòfí mĩĩ̍. " 'Ama is comforting Kofi.'

9. Sówà mĩĩʃɛdzé àmɛ̃fɛ́ɛ̃ àmɛ̃mĩ́ĩ̍." 'Sowa is comforting all of them.'

10. Yoó lɛ̀ mĩĩflí mã̀má pìi tsɔ̃́. " 'The woman is buying too many cloths on credit.'

### Drill 137

1. Kofí bàápila èhe. (Future) 'Kofi will hurt himself.'

2. Sówà baápila èhe. " 'Sowa will hurt himself.'

3. Áma̍ bàátĩ̍tĩ bò. " 'Ama will scratch you.'

4. Yoó lɛ̀ baámã̍dze bò. " 'The woman will send something with you.'

5. Wɔbaáka̍se nĩĩ̍. " 'We will learn.'

6. Míbaka̍se nĩĩ̍. " 'I will learn.'

7. Máśra lɛ̀. (Future) 'I will visit him.'

8. Kofí s̀ráà mĩ dáa. (Habitual) 'Kofi visits me regularly.'

9. Sówà piláà ehe. " 'Sowa hurts himself.'

10. Áma̍ ʃɛ̀dzéɔ̍ mĩmĩ̍. " 'Ama keeps me happy.'

### Drill 138

1. Ekaséɔ̍ nĩĩ̀ waa? (Habitual) 'Does he study a lot?'

2. Yoó lɛ̀ flíɔ̍ nɔfɛ̃ɛ̃nɔ̃. " 'The woman buys everything on credit.'

3. Kofí ekp̍lɛ̃ɛ̃↘. (Neg. Aorist) 'Kofi did not agree.'

4. Gbékɛ̃bii̍ lɛ̍ ekp̍lɛ̃ɛ̃
tsu̍ lɛ̀ mĩη yaa. " 'The children are not willing to enter the room.'

5. Yoo nɛ̃́ɛ̍ eflii nokɔ́nokɔ̍. " 'This woman buys nothing on credit.'

6. Sówà éka̍see èwoló lɛ̍. " 'Sowa did not study his book.'

7. Mĩ́kp̍lɛ̃ɛ̃↘. " 'I don't agree.'

8. Wɔ́kɔ̍dzoo lɛ̀. " 'We do not judge him.'

9. Amɛ̃́ka̍see nĩĩ̍. " 'They didn't study.'

10. Amɛ̃́ka̍see wòló lɛ̍. " 'They didn't study the book.'

## LESSON FIFTY ONE

Drills: Repeat. Low-high verbs are underlined.

### Drill 139

1. Mĩ́dzĩ̍mĩkò. (Neg. Perf.) 'I am not crazy.'

2. Éʃwi̍lakò. " 'He is not blind.'

3. Amɛ̃́kp̍lɛ̃kò. " 'They haven't agreed.'

4. Ágo eka̍sekò nóko̍ ηmɛ̃nɛ̃̍. " 'Ago hasn't learned anything today.'

5. Tɛtɛ éka̍sekò nĩ́ĩ̍ ηmɛ̃nɛ̃̍. " 'Tetteh hasn't studied today.'

6. Áma̍ eka̍sekò ewoló lɛ̍ ηmɛ̃nɛ̃̍." 'Ama hasn't studied her book today.'

7. Yoó lɛ̍ epi̍lakò. " 'The woman isn't hurt.'

8. Mĩ́pi̍laὴ mokomoko. (Neg. Fut.) 'I will not hurt anyone.'

9. Wɔ́ka̍seŋ̍ noko̍noko̍. (Neg. Fut.) 'We shall not learn anything.'

10. Amɛ́kp̍lɛ̃ŋ̀ nãkãĩ feémɔ̃̍. " 'They won't agree to doing that.'

## Drill 140

1. Ágo eka̍seŋ̍ nĩĩ̍. (Neg. Fut.) 'Ago will not study.'

2. Tɛtɛ éka̍seŋ̀ wolo. " 'Tetteh will not study books.'

3. Gbɔ̃mɔ̃ édzídzeŋ̀ dzatá nã̀ã. " 'A man will not provoke a lion.'

4. Yoó lɛ̍ efliŋ̍ nĩyé̍nĩĩ hũ. " 'The woman will not buy food on credit either.'

5. Kasémɔ̃ onĩĩ̍ lɛ̍. (Dir.Imp.Sing.) 'Study your subject!'

6. Kasémɔ̃ mĩ̍. " 'Imitate me!'

7. Kplɛ̃́mɔ̃ kɛ̀kɛ. " 'Just agree!'

8. Nyɛ̃́ka̍sea̍ nɔ̃fɛ̃ɛ̃nɔ̃. (Dir.Imp.Pl.) 'Learn everything!'

9. Nyɛ̃́ka̍seà wolo. " 'Study books!'

10. Nyɛ̃́kp̍lɛ̃ã̍ nyɛ̃hã̀ã lɛ. " 'Agree for his sake!'

## Drill 141

1. Kaáti̍tĩ ohè yɛ mɛ̃ĩ ahĩ́ɛ̃̀. (Neg.Imp.Sing.) 'Don't scratch yourself in front of people!'

2. Kaáka̍se lɛ̀ yɛ mɛ̃ĩ ahĩ́ɛ̃̀. " 'Don't mimic him in front of people.'

3. Kaákp̍lɛ̃. " 'Don't agree!'

4. Nyɛ̃́kati̍tiã̀~nyɛhe yɛ mɛ̃ĩ ahĩɛ̃. (Neg.Imp.Pl.) 'Don't scratch yourselves in public!'

5. Nyɛ̃́kadzídzea̍ mĩnã̀ã. " 'Don't provoke me!'

6. Nyɛ̃́kapílaà moko. " 'Don't hurt anyone!'

7. Nyɛ̃́kaka̍sea̍ enɛ̃. " 'Don't learn this!'

8. Ágo as̍ra lɛ̀. (Indir. Imperat.) 'Ago should visit her.'

9. Tɛtɛ ákp̍lɛ̃. " 'Tetteh must agree.'

10. Yoó lɛ̍ af̍li mã̀má lɛ̍. " 'The woman should buy the cloth on credit.'

## Drill 142

1. Áko̍dzo lɛ̀ oyá. (Indir.Imperat.) 'He should be tried early.'
2. Amɛ́hu̍lu gbɔ̀gbó lɛ́. " 'They should jump the wall.'
3. Ekɛɛ́ akþlɛ̃ kɛ̀kɛ. (Consecutive) 'He said it should just be agreed to.'
4. Titsɛ̀ kɛɛ́ wɔka̍se nĩꜜĩ. " 'Teacher says we should study.'
5. Mikɛɛ́ mãꜜfli mã̀má. " 'I said I will buy cloth on credit.'
6. Ekɛɛ́ Ama̍ akþlɛ̃ kɛ̀kɛ. " 'He said Ama should just agree.'
7. Kofí kɛ̀ɛ́ Tɛ̀tɛ áʃɛ̍dze Ama̍ mĩꜜĩ. " 'Kofi said Tetteh should comfort Ama.'
8. Ekɛɛ́ yèí lɛ́ ako̍dzo sã̀né lɛ̍. " 'He said the women should judge the case.'
9. Ékakþlɛ̃. (Neg. Indir. Imperat.) 'He shouldn't agree!'
10. Amɛ́kakþlɛ̃ dzɛmɛ̃̀ yaa. " 'They shouldn't agree to going there!'

## Drill 143

1. Kofí akako̍dzo sã̀ne nɛ̃́ꜜɛ̃. (Neg. Indir. Imperat.) 'Kofi should not try this case.'
2. Yoó lɛ́ akamꜜã̀dze lɛ́ noko̍. " 'The woman should not send anything by him.'
3. Ekɛɛ́ wɔkapíla mòko. (Neg. Consecut.) 'He said we shouldn't hurt anyone.'
4. Ekɛɛ́ mĩkatꜜĩtĩ mĩhé̍. " 'He said I shouldn't scratch myself.'
5. Nũ̃́ lɛ̀ kɛɛ́ àmɛ́kako̍dzo lɛ. " 'The man said they shouldn't judge him.'
6. Amɛ̃kɛɛ́ yòo ákako̍dzo nɛ̃̀kɛ̃́ sã̀ne. " 'They said a woman should not try such a case.'
7. Ehã́ã mãka̍se wòlo. (Permiss. Sing.) 'He didn't let me study.'
8. Hã́ wɔka̍se wòlo. " 'Let us study books.'
9. Nyɛ̃́hãꜜã gbekꜜɛ̃ lɛ́ aka̍sea̍ nĩꜜĩ. (Permiss. Pl.) 'Let the child study.'
10. Nyɛ̃́hãꜜã gbekꜜɛ̃bii lɛ́ aka̍sea̍ nĩꜜĩ. " 'Let the children study.'

## LESSON FIFTY TWO

(i) Low-High verbs of root form CVV, such as feé↘ 'to do', have a following ↘ when in final position.

(ii) Such verbs may also lose a V syllable in the following tenses: Habitual, Neg. Perfect, Neg. Future, Dir. Imp. Pl., Neg. Dir. Imp. Pl. e.g. éfė́kò 'he hasn't done it.' (feé↘)

Drill 144. Examples of verbs derived from CVV roots are underlined.

| | | |
|---|---|---|
| 1. Éfèé↘. | (Perfect) | 'He has done it.' |
| 2. Efeé↘. | (Past) | 'He did it.' |
| 3. Éfèé dĩηη. | (Perfect) | 'He has become quiet.' |
| 4. Efeé nɔ̃nĩ òkɛɛ́ lɛ̇́. | (Past) | 'He did what you said.' |
| 5. Kofí mìiwié Gȁ. | (Progressive) | 'Kofi is speaking Ga.' |
| 6. Kofí mìiwié↘. | " | 'Kofi is speaking.' |
| 7. Kofí mìiwié sɔηη. | " | 'Kofi is speaking all the time.' |
| 8. Kaáfėe↘. | (Neg. Imp. Sing.) | 'Don't do it!' |
| 9. Kaáfėe nȁkãĩ. | " | 'Don't do that.' |
| 10. Kaáfėe eʃȧ. | " | 'Don't do evil.' |

Drill 145 : Repeat

| | | |
|---|---|---|
| 1. Mĩnyĩɛ̃́↘. | (Past) | 'I walked.' |
| 2. Mĩnyĩɛ̃́ kɛba. | " | 'I came on foot.' |
| 3. Mĩnyĩɛ̃́ osȁné lɛ̀ he. | " | 'I am pursuing your case.' |
| 4. Mĩ́fe̍ɔ nãkãĩ dáa. | (Habitual) | 'I do that always.' |
| 5. Gbékɛ̍yɔ̀ó lɛ̀ féɔ ohé fiȯo. | " | 'The girl shows off quite a little.' |
| 6. Eedzoó↘. | (Progressive) | 'It tastes bitter.' |
| 7. Edzóɔ̀. | (Habitual) | 'It is bitter.' |
| 8. Ekɛɛ́↘. | (Past) | 'He said it.' |
| 9. Ekɛɛ́ obȧ. | " | 'He said you should come.' |
| 10. Ekɛ́ɔ̀ nĩĩ̀ nɛ̃́ɛ̃̍ daa. | (Habitual) | 'He always says this thing.' |

## LESSON FIFTY THREE

### Auxiliary ba and ya

(i) The verb roots ba 'to come' and ya 'to go' are used with other verb roots as ingressive prefixes.

(ii) The auxiliary immediately precedes the verb root. Its tone, though basically low, is dependent upon that of the tense.

Drill 146. Repeat.

1. Kofí bàkasé nĩĩ̍. 'Kofi came and studied.'
2. Nṹũ lɛ̀ bakasé nĩŋmã̀ã. 'The man came and learned to write.'
3. Tɛtɛ ébàkodzó sã̀né lɛ̍́. 'Tetteh has been and to judge the case.'
4. Áma̍ ebàkodzó sã̀né lɛ̍́. 'Ama has been to judge the case.'
5. Mĩbasrá lɛ̀. 'I came and visited him.'
6. Mĩ́bàsrá bɔ̀. 'I have come and visited you.'
7. Ebasráà mĩ dáa. 'He comes and visits me regularly.'
8. Kodzó ebako̍dzoo sã̀né lɛ̍́. 'Kodzo did not come and judge the case.'
9. Yoó lɛ̍́ ebas̍raa mĩ̍. 'The woman didn't come to visit me.'
10. Amɛ̍́baka̍see nĩĩ̍. 'They didn't come to study.'

Drill 147. Repeat.

1. Yoó lɛ̍́ ebaf̍likò nóko̍. 'The woman hasn't come and bought anything on credit.'
2. Tɛtɛ ébako̍dzoŋ sãne nɛ̃́ɛ̍́. 'Tetteh will not come and judge this.'
3. Baás̍ra wɔ̀ wɔ́. 'Come and visit us tomorrow!'
4. Nyɛ̃́bas̍raà ɛɔ ɛɔ́. 'Come and visit us tomorrow!'
5. Kaábàdzidzé mĩnã̀ã. 'Don't come and provoke me!'
6. Nyɛ̃́kabàdzidzéà wɔnãã. 'Don't come and provoke us!'
7. Ekɛɛ́ Tɛ̀tɛ ábaka̍se nĩĩ̍. 'He said Tetteh should come and study.'
8. Ekɛɛ́ Ama̍ akabàkasé nĩĩ̍. 'He said Ama should not come and study.'
9. Hã́ gbekɛ̃̍ lɛ̍́ abaka̍se nĩĩ̍. 'Let the child come and study.'

10. Nyɛ̃́hãã̍ gbekɛ̃̍bii̍ lɛ́̍ abaka̍sea̍ nĩĩ̍. 'Let the children come and study.'

Drill 148. Repeat.

1. Kofí yàtsákè ʃiká. 'Kofi went and changed money.'

2. Nṹũ lɛ̀ yatsákè ʃiká. 'The man went and changed money.'

3. Tɛtɛ éyàbí lɛ̀ egbɛ́i̍. 'Tetteh has gone and asked him his name.'

4. Ámа̍ eyàbí lɛ̀ egbɛ́i̍. 'Ama has gone and asked him his name.'

5. Mĩyabí lɛ̀ ʃiká. 'I went and asked him for money.'

6. Mĩ́yàbí lɛ̀ ʃiká. 'I have been and asked him for money.'

7. Mĩ́yabi lɛ̀ ʃiká. 'I will go and ask him for money.'

8. Eyatsákèɔ ʃiká daa gbĩ̀. 'He goes and changes money every day.'

9. Yoó lɛ́̍ eyatsake̍e ʃìká lɛ́̍. 'The woman didn't go and change the money.'

10. Amɛ̃́yabii mòkomoko. 'They didn't go and ask anyone!'

Drill 149. Repeat.

1. Yoó lɛ́̍ eyabikò moko. 'The woman hasn't gone and asked anyone.'

2. Tɛtɛ éyatsake̍ŋ ʃiká nɛ̃̍ɛ̃̍. 'Tetteh will not go and change this money.'

3. Yaátsake̍ omã̀má lɛ́̍. 'Go and change your cloth!'

4. Nyɛ̃́yatsakèa nyɛ̃talé lɛ́̍. 'Go and change your clothes!'

5. Kaáyàbí mòko nóko̍ 'Don't go and ask anyone anything!'

6. Nyɛ̃́kayàbíà moko nóko̍. 'Don't go and ask anyone anything!'

7. Ekɛɛ́ Tɛ̀tɛ áyatsakè efaí lɛ́̍. 'He said Tetteh should go and change.'

8. Ekɛɛ́ Ama̍ ayatsakè efaí lɛ́̍. 'She said Ama should go and change her hat.'

9. Hã́ gbekɛ̃̍ lɛ́̍ ayabi lɛ̀ egbɛ́i̍. 'Let the child go and ask him his name.'

10. Nyɛ̃́hãã̍ gbekɛ̃̍bii̍ lɛ́̍ ayatsakèa amɛ̃taléi̍ lɛ́̍. 'Let the children go and change their clothes.'

## LESSON FIFTY FOUR

### Locatives

(i) Locatives are a small subclass of nouns. They do not have alternative forms for singular and plural, though some of them have full and reduced variants. They most frequently occur as the Possessed Noun in Possessive Noun Phrase constructions. The Locatives include:

| | | | |
|---|---|---|---|
| he | 'outside' | mãsɛí | 'near' |
| hewɔ | 'around'; 'because' | téὴ | 'middle' |
| mĩη, mlĩη | 'inside' | ηɔ̃ɔ̃ | 'with; at' |
| hĩ́ɛ̃̀ | 'front' | ʃĩ, ʃĩʃĩ | 'under' |
| sɛɛ | 'back' | nãã | 'mouth' |
| nɔ̃ | 'upon' | | |

(ii) An adverbial locative phrase (signifying 'location at') is often introduced by the limited verb yɛ 'to be at'.

Drill 150. Repeat.

| | |
|---|---|
| 1. Mɛĩ komɛ̃ĩ ébà eηɔ̃ɔ̃. | 'Some people have come to him.' |
| 2. Amɛ̃tsí àmɛ̃ba emãsɛí. | 'They moved near him.' |
| 3. Woló lɛ̀ kã́ ɔ̀kplɔ̃́η lɛ nɔ̃. | 'The book is lying on the table.' |
| 4. Abũĩ́ lɛ̀ kã́ ɔ̀kplɔ̃́η lɛ̀ ʃĩʃĩ. | 'The needle is lying under the table.' |
| 5. Eedzu ebí lɛ̀ he. | 'She is bathing her child.' |
| 6. Mɛĩ pii ba tsṹ lɛ̀ mĩη. | 'Many people came into the room.' |
| 7. Amɛ̃́trà tsṹ lɛ̀ sɛɛ. | 'They are sitting at the back of the building.' |
| 8. Kofí nyĩɛ̃ Tɛ̀tɛ hĩɛ̃. | 'Kofi went in front of Tetteh.' |
| 9. Loófɔ̃̀dzĩ sɔ̃́mɔ̃̀ faá lɛ̀ nãã. | 'Birds are standing at the river's edge.' |
| 10. Loóf̍lɔ̃ yɛ́ὴ ko sɔ̃́ tsũ̍ lɛ̀ yitéὴ. | 'A white bird is perched on top of the building.' |

Drill 151. Repeat.

| | |
|---|---|
| 1. Mɛĩ komɛ̃ĩ ébà epapámɛ̃̀ aηɔ̃ɔ̃. | 'Some people have come to see his parents.' |
| 2. Amɛ̃tsí àmɛ̃ba gbékɛ́̍bii̍ lɛ amãsɛí. | 'They moved near the children.' |
| 3. Wodzĩ́ lɛ̀ dzẃre ɔ̀kplɔ̃́ĩ̍ lɛ̀ anɔ̃. | 'The books are lying on the tables.' |
| 4. Abũĩ́ĩ̍ lɛ̀ kã́mɔ̃̀ opklɔ̃́ĩ̍ lɛ̀ aʃĩʃĩ. | 'The books are lying under the tables.' |

5. Eedzu ebíí lɛ̀ ahe. 'She is bathing her children.'

6. Mɛ̃ĩ pii ba tsũĩ́ lɛ̀ amĩη. 'Many people came into the rooms.'

7. Amɛ̃t́rà tsṹ lɛ̀ asɛɛ. 'They are sitting at the back of the building.'

8. Kofí nyĩ̀ɛ̃́ Tɛ̀tɛmɛ̃ ahĩ́ɛ̃̀. 'Kofi went in front of Tetteh's group.'

9. Loófɔ̃̀dzĩ sɔ̃́mɔ̃̀ faá lɛ̀ anãã. 'There are flocks of birds by the rivers.'

10. Loófɔ̃̀dzĩ yɛ́dzĩ̀ sɔ̃́mɔ̃̀ tsũĩ́ lɛ̀ ayitéàη. 'White birds are perched on top of the buildings.'

Drill 152. Repeat.

1. Nã́mɔ̃̀ ηɔ̃ɔ̃ etee. 'To whom did she go?'

2. Námɔ̃̀ hewɔ oba. 'For whom did you come?'

3. No hewɔ eba. 'That was what brought her.'

4. Kofí hèwɔ eba. 'She came because of Kofi.'

5. Gã sɛɛ gbɛ dzí gbɛ̀. 'Accra leads the world.'

6. Emĩη dzɔ. 'He is kind.'

7. Gɔ̃ή lɛ̀ nɔ̃ kwɔ. 'The mountain is high.'

8. Ehe yɛ fɛ́o. 'She is beautiful.'

9. Tsɛ́ àmɛ̃téὴ mokomé. 'Call one of them.'

Drill 153. Repeat.

1. Eba bíɛ̀ nyɛ̃sɛɛ áfi. 'He came here last year.'

2. Enã lɛ yɛ faá lɛ̀ nãã. 'He saw him by the river.'

3. Ebíɛ̀ miiwa ehe. 'This place hurts him.'

4. Gbaá lɛ̍́ nɔ̃nĩ wɔ̀nã yɛ dzrá lɛ̀ nɔ̃. 'Tell him what we saw in the market.'

5. Dzɛ́mɛ̃̀ sɔ ékpakpa. 'The place was full of people.'

6. Gbɔ̃mɛ̃ĩ dzɛ aklowáí lɛ fɛ̃ɛ̃ àmĩη. 'People came from all the villages.'

7. Yei komɛ̃ĩ t́rà kɛ̃ntɛ̃́ĩ̀ asɛɛ. 'Some women were sitting behind baskets.'

8. Amɛ̃t́rà ʃĩ. 'They were sitting down.'

9. Amɛ̃miibí oʃĩ̍. 'They are asking after your health.'

10. Eyitéὴ yɛ bɔdɔbɔdɔ. 'Her head is tender on top.'

Drill 154. Repeat.

| | | |
|---|---|---|
| 1. | Sɛɛ́ lɛ̀ hĩ. | 'The other side is good.' |
| 2. | Nohewɔ́ lꜜɛ́, èbáa↘. | 'Because of that, he didn't come.' |
| 3. | Foó hĩꜜɛ̃ lꜜɛ ohã mꜜĩ. | 'Slice off the front part for me.' |
| 4. | Énũ̀ bo ʃĩʃĩ. | 'He has understood you.' |
| 5. | Énũ̀ ósã̀né lɛ̀ ʃĩʃĩ. | 'He has understood your case.' |
| 6. | Adzié èyi vɛ emɔ́dɛ̃ŋbɔ̀ɔ́ lɛ̀ hewɔ. | 'He was praised because of his persistence.' |
| 7. | Eyahé nĩĩ̀ yɛ agbó lɛ̀ nãã. | 'He went and bought something at the gate.' |
| 8. | Kaáfo yɛ̀ mĩ́hèwɔ. | 'Don't weep for me.' |
| 9. | Edzɛ́mꜜɛ̃ lɛ̀ ŋɔ̃ɔ̃́↘. | 'He has a very pleasant place. |
| 10. | Óbiꜜɛ́ lɛ̀ yɛ fɛ́o wàa. | 'Your place is beautiful.' |

## LESSON FIFTY FIVE

### Anããnũ Adesã́. 'A Spider Story'

Be kó lꜜɛ́, dzée Ànããnũ nĩ yɔ́ɔ̀, kɛ eŋã Kɔ́nɔle,

'Once upon a time, there lived Spider, with his wife Kornorley,

kɛ ebí Kwàkútꜜɛ́. Nĩ mãŋ nĩ́ àmɛ̃yɔ́ɔ̀ miŋ́ lꜜɛ́,

and his son Kwakutey. The town in which they lived was struck by a

hɔ̃mɔ̃ ba dzɛ́mɛ̃̀ waa. Hewɔ́ lꜜɛ́, Anããnũ kɛ ewebíꜜi lꜜɛ́ fɛ̃ɛ̃ tèe amɛ̃yafeé yɛ̀lɛ

serious famine. Therefore, Spider and all his household

ŋmɔ̃ agbo.

went and made a huge yam farm.

Bénĩ eʃwɛ̀ fíɔ̀o nĩ yɛ̀lɛ́ lɛ̀ baábɔ́ pɛ, nĩ Anããnũ

When the yam was almost ripe,

kɛɛ́ kɛ ègbó lꜜɛ́, áfũ̀ lɛ yɛ ŋmɔ̃́ lɛ̀ mĩŋ.

Spider said if he died he should be buried on the farm.

Etsɛ̍ɛ kwlaa nì Anããnũ bagbó, nĩ afũ lɛ yɛ ŋmɔ̃́ lɛ̀ miŋ. ʃĩ́ benĩ yɛ̀lɛ́ lɛ̀ bɔ́ lɛ́,

Shortly afterwards Spider died, and he was buried on the farm. But when the yam was ripe,

dáa lèébí beni èwebíí lɛ̀ baáyà ŋmɔ̃́ lɛ̀ miŋ́ lɛ́,

by the time his family reached the farm every morning

áfã̀ yɛlɛ́ lɛ̀ pii mómo. Hewɔ́ lɛ́, Kwakútɛ́ kɛ̀ Kɔ́nɔle

much of it had been dug up already. Therefore, Kwakutey and Kornorley

ʃɔ̃̀ amãgã́ àgbo amɛ̃mã ŋmɔ̃́ lɛ̀ miŋ.

made a big scarecrow and put it in the farm.

Amãgã́ nɛ̍ɛ̍, amã sɔ́ŋŋ àkɛ feé↘. Nãkãĩ mãŋkɛ̃́ lɛ́, béni Ànããnũ

This scarecrow was made of sticky gum. That night, when Spider

yí ʃĩ̀ kɛdzɛ egbónyò adéká lɛ̀ miŋ nĩ́ èyaáfã̀ yɛlɛ́ lɛ́ pɛ, nì enã amãgã́ lɛ́.

came down from his coffin to uproot yams, he noticed the figure.

Kɛkɛ nĩ ekɛɛ́↘, "Dzeé miŋmɔ̃̍ lɛ̀ miŋ, nó lɛ́, mã́gba otòí mìŋ."

Then he said, "Get off my farm, or I will slap you in the ear."

Gbɔ̃mɔ̃́ lɛ́ efóo èdáà miŋ, hewɔ́ lɛ́, Anããnũ kɛ enĩne dzrɔ̃ gbá ètoí

The person did not reply, therefore Spider slapped his ear with his right

mìŋ, kɛkɛ nĩ enĩné lɛ̀ ka. Ekɛ ebɛkú gbá ètoí mìŋ,

hand, and his hand stuck. He slapped the other ear with his left,

ni nãkãĩ nĩné lɛ́ hũ kà. Ekɛ enãdzĩ ʃímɔ̃̀ lɛ ni nomɛ̃

and that hand also stuck. He kicked him with his feet, and these

hṹ kàkaá. Nããgbeé lɛ́, ekɛ emũsũ hɛ lɛ, ni emũsũ

also stuck. Finally, he bumped him with his stomach, and his stomach

hṹ kà. Anããnũ bólɔ̀ aahṹũ̀, ʃĩ́ gbɔ̃̀mɔ̃́ lɛ́ efóo èdáà miŋ.

also stuck. Spider shouted and shouted, but the figure did not reply.

Béni dzè tsɛ́lɛ̍́ ni èŋã kɛ ebíí lɛ̀ ba ŋmɔ̃́ lɛ̀ miŋ́ lɛ̍́,

When dawn came and his wife and children came to the farm,

nã́ã̀ Anããnũ kpɛtɛ amãgã́ lɛ̍́ hĩɛ̃̀. Amɛ̃fɛ̃́ɛ̃ àmɛ̃bo amɛ̃kɛɛ́.

there was Spider stuck to the scarecrow. They all shouted and said,

"Hewɔ́ lɛ̍́, dáa nɛ̃̍ɛ̃̍, bo ofãã wɔyɛlɛ́ lɛ̍́. Ni ogbókɔ̀, nĩ ŋmãã

"And so, all this time, you have been digging up our yam. And you are not dead,

sɔ́ŋŋ↘éhã̍ oʃwì nɛ̃kɛ̃́?" ʃĩ́ kɛ̃ lɛ̍́, amɛ̃yí lɛ̀ ʃĩ.

and good feeding has made you grow so fat." Yet, they set him down.

ʃĩ́ hɛ̃gblɛ̀ nãã sɔ́ŋŋ hèwɔ́ lɛ̍́, Anããnũ dzo foi kɛdzɛ ŋmɔ̃́ lɛ̀ miŋ kɛtee ʃĩ́ã̍,

But in shame, Spider ran home from the farm,

ni ekwɔ kɛtee tsũŋãã́ã̍ lɛ̀ nãã eyateé dzɛmɛ̃̍, ni enyɛ̃́ɛ̃ eyi ʃĩ̍ kwlaa.

and climbed to the roof-eaves and hid there, and he would not come down.

No hewɔ ni dáa nɛ̃̍ɛ̃̍, anããnũ hĩɔ̃ tsũŋã́ã̍ã nã̀ã́ lɛ̍́.

That is why a spider always stays in the roof-eaves.

## LESSON FIFTY SIX

### nĩ and nĩ́

(i) nĩ̀. 'and' introduces or joins sentences and clauses. (When joining single words or phrases, particularly nominals, 'and' is kɛ̀.)

(ii) nĩ́. 'since', 'that', 'when' introduces adjectival and adverbial clauses. As a relative, it is preceded immediately by its antecedent noun, with which it is sometimes compounded tonally into a single word,

| | | | |
|---|---|---|---|
| mɔ̃ní. | 'who' | hénĩ. | 'where' |
| nɔ̃́nĩ. | 'which', 'what' | bɔnĩ, bɔ̀nĩ́. | 'how'; 'as' |
| bénĩ, benĩ́. | 'when' | | |

Drill 155. Repeat.

| | |
|---|---|
| 1. Minã nṹũ lɛ̀ kɛ eηã́ ꜝlɛ́. | 'I saw the man and his wife.' |
| 2. Kofí yè kɔ̃́mĩ̀ kɛ kénꜝãη. | 'Kofi ate kenkey and fried fish.' |
| 3. Kɔ̃́mĩ̀ kɛ kénꜝãη ηɔ̃̀ɔ̃́↘. | 'Kenkey and fried fish tastes good.' |
| 4. Gbékꜝɛ̃biì kɛ onṹkpaꜝi fɛ̃ɛ̃ mìigbóꜝi. | 'Both children and adults are dying.' |
| 5. Minã lɛ nĩ mibí lɛ̀. | 'I saw him and asked him.' |
| 6. Sówà te ʃĩ nĩ ewié↘. | 'Sowa stood up and spoke.' |
| 7. Amɛ̃fo ʃikpɔ̃́ꜝη, nĩ amɛ̃hṹ nꜝɔ̃, nĩ amɛ̃dṹ yɛ̀lɛ. | 'They staked out some land, ploughed it, and planted yam.' |
| 8. Nĩ Yésù fó. | 'And Jesus wept.' |
| 9. Kofí bàʃĩ́ nĩ̀ Ámà bàwó. | 'Kofi left it and Ama picked it up.' |
| 10. Yei hóɔ̀ nĩ̀ĩ nĩ hĩĩ yeɔ. | 'It is women who cook for men to eat.' |

Drill 156. Repeat.

| | |
|---|---|
| 1. Yei hóɔ̀ nĩꜝĩ nĩ hĩ̀ĩ yeɔ. | 'It is women who cook what men eat.' |
| 2. Nṹũ ꜝlɛ́ nĩ bà bíꜝɛ́ ꜝlɛ́ egbò. | 'The man who came here is dead.' |
| 3. Ete ʃĩ gbĩ nĩ́ dzꜝi gbĩ̀ĩ étꜝɛ̃. | 'He rose on the third day.' |
| 4. Nĩ́ èebá ꜝlɛ́, tá ʃꜝĩ fiòo. | 'Since he is coming, sit down for a while.' |
| 5. Bénĩ òbá ꜝlɛ́, etá biꜝɛ́. | 'When you came, he was sitting here.' |
| 6. Nɔ̃́nĩ òfeé ꜝlɛ ehꜝĩĩ↘. | 'What you did was not good.' |
| 7. Lɛ hṹ ètee hénĩ òteé ꜝlɛ́. | 'He too went where you went.' |
| 8. Eetáò mɔ̃nĩ́ fɔ̃̀ tɛ́ ꜝlɛ́. | 'He is looking for the one who threw the stone.' |
| 9. Eetáò bɔnĩ́ òtsɔ̃́ òfeé↘. | 'He is trying to find out how you did it.' |
| 10. Nĩ́ efꜝite ꜝlɛ́, tsɛ́ ofꜝɔ̃. | 'Since it is spoiled, throw it away.' |

## LESSON FIFTY SEVEN

### Interrogative Words

(i) Question sentences are often marked by the presence of Interrogative words. Interrogative Pronouns function both as single-word sentences and as parts of longer sentences. They almost always occur initially in the sentence or clause, even when objects of verbs. Interrogative Particles occur only in sentences or clauses; they occur initially, finally or in both positions.

(ii) Interrogative Pronouns seem to be compounds or phrases of other words with one of 2 interrogative syllables, mɛ̃́ and nã́.

(a) with mɛ̃́:

| | |
|---|---|
| mɛ̃́nĩ̀ (full form); mɛ̃́ɛ̃̀ (reduced form). | 'what?' |
| mɛ̃́ɛ̃̀be. | 'when?' |
| mɛ̃́ɛ̃̀ gbĩ. | 'when?' |
| mɛ̃́ɛ̃̀ gbɔ̃mɔ̃. | 'what kind of person?' |
| mɛ̃́ɛ̃̍ ʃĩã̍. | 'what house?' |
| mɛ̃́ɛ̃̀ba. | 'why?' |
| mɛ̃́ɛ̃̀hewɔ. | 'why?' |

(b) with nã́:

| | |
|---|---|
| nã́mɔ̃̀. | 'who?' |
| nɛ̃́gbɛ̀. | 'where?' |

(iii) Interrogative Particles

(a) Single, initial:

| | |
|---|---|
| ãnĩ. | Neutral Interrogative |
| bɛ́. | Assumptive Interrogative |
| tó; ńto. | Assumptive Interrogative |
| bɛ́ɛ̍́. | Assumptive Interrogative |
| té. | 'which?' |

Assumptive Interrogatives indicate that the speaker implies that the probable truth of the content of the question has been assumed. Thus they often have contentious or combative connotations.

(b) Single, final:

| | |
|---|---|
| ló. | Neutral Interrogative |
| bɛ́ɛ̍́. | Assumptive Interrogative |
| ɛ́ɛ̍́. | Intensive Interrogative |

The Intensive Interrogative emphasises questions.

(c) Double, initial and final:

té. . . . . .tɛ̃́ɛ̃↘ 'how?'

ãnĩ . . . . .ló Neutral Interrogative

(Similar correlatives can be made of some items from (a) and (b) above.)

Drill 157. Repeat.

1. Mɛ̃́nĩ̀ nɛ̃́. 'What is this?'
2. Mɛ̃́nĩ̀ ni. 'What is it?'
3. Mɛ̃́nĩ̀ okɛɛ́ lɛ̍́. 'What was it you said?'
4. Mɛ̃́nĩ̀ okɛɛ́ lɛ̀. 'What did you tell him?'
5. Mɛ̃́nĩ̀ okɛɛ́ lɛ̍́ lɛ̍́. 'What was it you told him?'
6. Mɛ̃́ɛ̃̀be obaábá̍. 'When will you come?'
7. Mɛ̃́ɛ̃̀be mĩ́bá̍. 'When shall I come?'
8. Mɛ̃́ɛ̃̀be yoo lɛ ba ʃĩ́ã̍. 'When did the woman come home?'
9. Mɛ̃́ɛ̃̀ gbɔ̃mɔ̃ dzí bɔ̀. 'What kind of person are you?'
10. Mɛ̃́ɛ̃̍ gbekɛ̃̍↘ nɛ̃́. 'What kind of child is this?'

Drill 158. Repeat.

1. Mɛ̃́ɛ̃̀ba Kofí fèé nã̀kãĩ. 'Why did Kofi do that?'
2. Mɛ̃́ɛ̃̀ba amɛ̃́gbe̍e lɛ̍́ lɛ̍́. 'Why didn't they kill him?'
3. Mɛ̃́ɛ̃̀ba nyɛ̃bólɔ̀ɔ nɛ̃kɛ̃́. 'Why are you shouting so much?'
4. Mɛ̃́nĩ̀ hewɔ nĩ owo atalé ŋmɛ̃nɛ̃̍. 'Why are you wearing European-style dress today?'
5. Mɛ̃́ɛ̃̀ hewɔ obúu mã̀má ŋmɛ̃nɛ̃̍. 'Why are you not wearing African-style cloth today?'
6. Nã́mɔ̃̀ tsɔ̃ɔ̃́ bò Gã wiémɔ̃̍. 'Who taught you to speak Ga?'
7. Nã́mɔ̃̀ faí↘ nɛ̃́. 'Whose hat is this?'
8. Nã́mɔ̃̀ onã yɛ dzɛ́mɛ̃̍. 'Whom did you see there?'
9. Nɛ̃́gbɛ̀ oyaa. 'Where are you going?'
10. Nɛ̃́gbɛ̀ mĩ́dã̀ã́ lɛ̀ yɔ́ɔ̀. 'Where is my drink?'

Drill 159. Repeat.

| | |
|---|---|
| 1. Ãnĩ eegbá onà̃ã. | 'Is he bothering you?' |
| 2. Ãnĩ esa nĩ́ efe̍e nà̃kãĩ. | 'Is it fitting that he should do that?' |
| 3. Bɛ́ efèé momo↘. | 'But he has already done it?' |
| 4. Bɛ́ hɔ̃̀mɔ̃ yée bo̍. | 'Surely you are not hungry?' |
| 5. Tó onà̃ ákɛ̍ ànɔ̃kwále nĩ̍. | 'Now do you see that that is the truth?' |
| 6. Tó oʃwìé wɔhĩ́ɛ̃̀ aʃĩ. | 'You have disgraced us after all?' |
| 7. Té ʃĩã̍ nĩ dzi̍ lɛ̀. | 'Which house is it?' |
| 8. Té mɔ̃̀nĩ́ ɔ̀tsɔ̃́ɔ̃̍ lɛ̀. | 'Which person do you mean?' |
| 9. Ekɛɛ́ ɔ̀baáyà ló. | 'He is asking whether you will go.' |
| 10. Ebí akɛ̍ ónã̀ Kofí↘ ló. | 'He asked whether you have seen Kofi.' |

Drill 160. Repeat.

| | |
|---|---|
| 1. Búùlu dzí mĩ̀ bɛ́ɛ̍. | 'You consider me a fool, don't you?' |
| 2. Óʃìʃíu lɛ̀ bɛ́ɛ̍. | 'You have cheated him, haven't you?' |
| 3. Nyɛmĩĩba ɛ́ɛ̍. | 'You are coming, aren't you?' |
| 4. Óbi̍ lɛ̀ ɛ́ɛ̍. | 'You have asked him, haven't you?' |
| 5. Bɛ́ obi̍ lɛ̀ ɛ́ɛ̍. | 'Surely you have asked him, haven't you?' |
| 6. Tó onà̃ nɔ̃́nĩ mĩ̀kɛɛ́ lɛ̀ ɛ́ɛ̍. | 'Now you have realized what I said, haven't you?' |
| 7. Ãnĩ eeba ló. | 'Is he coming?' |
| 8. Ãnĩ Tɛtɛ nĩ ló. | 'Was it Tetteh?' |
| 9. Té ɔ̀yɔ́ɔ̀ tɛ̃ɛ̃↘. | 'How are you?' |
| 10. Té wɔ̀baáfe̍e tɛ̃ɛ̃↘. | 'What shall we do?' |

## LESSON FIFTY EIGHT

### Some Pronoun Equivalents

(i) In the singular:

| | | | |
|---|---|---|---|
| (a) moko. | 'someone' | nóko̍. | 'something' |
| (b) mɔ̃fɛ̃́ɛ̃mɔ̃̀. | 'everyone' | nɔ̃́fɛ̃ɛ̃nɔ̃. | 'everything' |

On the pattern of (b), any singular noun can be used distributively when repeated with fɛ̃́ɛ̃ in the structure $N_1 + $ fɛ̃́ɛ̃ $+ N_1$, e. g.

nũũ fɛ̃́ɛ̃ nũ̀ũ, 'every man' tso fɛ̃́ɛ̃ tsò· 'every tree'

ʃĩ́ã̍ fɛ̃ɛ̃ ʃĩ̂ã̍. 'every house'

(ii) The plurals corresponding roughly to these singulars are Noun Phrases of the structure Noun + Qualifier:

(a) mɛ̃ĩ komɛ̃ĩ· 'some people' nĩ́biì komɛ̃ĩ, 'some things'

(b) The adjectival fɛ̃́ɛ̃ qualifying a plural noun has an inclusive signification:

mɛ̃ĩ fɛ̃́ɛ̃. 'all people' tsei fɛ̃́ɛ̃, 'all trees'

nĩ́bii̍ fɛ̃ɛ̃, 'all things' ʃĩ́ã̀ĩ fɛ̃́ɛ̃· 'all houses'

(iii) Moko and nókɔ̍, when reduplicated, colligate only with negatives:

mokomoko· 'nobody' nóko̍nokò̍, 'nothing'

Drill 161. Repeat.

1. Moko miiba bíɛ̍. 'Someone is coming here.'
2. Moko nyĩ́ɛ̃ àgbó lɛ̀ nãã. 'Someone is walking outside.'
3. Ónã̀ moko kẃlaa ebàho dzɛ́mɛ̃̀? 'Have you seen anyone at all go there?'
4. Eefó èetsɛ́ mɔ̀ko. 'He is crying out for someone.'
5. Mĩ́nã̍kɔ̀ moko yɛ bíɛ̍. 'I haven't seen anyone here.'
6. Nókɔ̀ kã́ gbɛ̍ lɛ̀ nɔ̃. 'There is something on the road.'
7. Nókɔ̀ miigbɛɛ́↘. 'Something is making a noise.'
8. Oonã nókɔ̍ yɛ̃̀ꜜ kã́ gbɛ̍ lɛ̀ nɔ̃? 'Can you see something white lying on the road?'
9. Baákwɛ nokɔ̍. 'Come and see something.'
10. Óna̍̃kɔ̀ nókɔ̍. 'You haven't seen anything yet.'

Drill 162. Repeat.

1. Mɔ̃fɛ̃́ɛ̃mɔ̃̀ ábȧ. 'Everybody should come.'
2. Mɔ̃fɛ̃́ɛ̃mɔ̃̀ ke lɛ nókɔ̍. 'Everybody gave him something.'
3. Esũmɔ̃ɔ̃ mɔ̃fɛ̃́ɛ̃mɔ̃̀ sãne. 'He likes everybody.'

| | |
|---|---|
| 4. Ehéɔ̀ mɔ̃fɛ̃́ɛ̃mɔ̃̀ eyeɔ. | 'He trusts everybody.' |
| 5. Bí mɔ̃̀fɛ̃́ɛ̃mɔ̃̀ nĩ́ osũmɔ̃ɔ̃. | 'Ask anyone you like.' |
| 6. Ebaáfe̍e nɔ̃fɛ̃ɛ̃nɔ̃. | 'He will do everything.' |
| 7. Nɔ̃́fɛ̃ɛ̃nɔ̃ sà ehĩ̂ɛ̃. | 'He approves of anything.' |
| 8. Gbaá lɛ̍́ nɔ̃fɛ̃ɛ̃nɔ̃. | 'Tell him everything.' |
| 9. Ehéɔ̍̀ nɔ̃fɛ̃ɛ̃nɔ̃ èyeɔ. | 'He believes everything.' |
| 10. Feémɔ̃ nɔ̃fɛ̃ɛ̃nɔ̃ nĩ ɔ̀sũmɔ̃ɔ̃. | 'Do whatever you like.' |

Drill 163. Repeat.

| | |
|---|---|
| 1. Nũũ fɛ̃́ɛ̃ nũ̀ũ áhĩ̍ɛ̃ tũ. | 'Every man should carry a gun.' |
| 2. Yoo fɛ̃́ɛ̃ yòo átre dzàtsũ. | 'Every woman should carry a load.' |
| 3. Mãŋtsɛ fɛ̃́ɛ̃ mã̀ŋtsɛ tsṹ mòko kɛba. | 'Every chief sent somebody there.' |
| 4. Amɛ̃gbe nũũ fɛ̃́ɛ̃ nũ̀ũ. | 'They killed every man.' |
| 5. Amɛ̃ʃã ʃĩ́ã̍ fɛ̃ɛ̃ ʃĩã̍. | 'They burnt every house.' |
| 6. Yoo fɛ̃́ɛ̃ yòo bí nyĩ̀ɛ̃́ èhĩ́ɛ̃̀. | 'Every woman's child walked in front of her.' |
| 7. ʃĩ́ã̍ fɛ̃ɛ̃ ʃĩã̀ mĩŋ bíì dze kpo. | 'The people in every house came out.' |
| 8. ŋmãã́ nũ̀ũ fɛ̃́ɛ̃ nũ̀ũ gbɛ́i̍. | 'Write every man's name.' |
| 9. Keé yòo fɛ̃́ɛ̃ yòo ʃiká. | 'Give every woman money!' |
| 10. ŋmãã́ ogbɛì yɛ ówòlo fɛ̃́ɛ̃ wòlo mĩŋ. | 'Write your name in every book of yours.' |

Drill 164. Repeat.

| | |
|---|---|
| 1. Mɛ̃ĩ komɛ̃ĩ miiba bíɛ̍. | 'Some people are coming here.' |
| 2. Mɛ̃ĩ komɛ̃ĩ nyiɛ̃́ tsũ̍ lɛ̀ sɛɛ. | 'Some people are walking behind the house.' |
| 3. Mɛ̃ĩ komɛ̃ĩ sṹmɔ̃ɔ̃ èsãne. | 'Some people don't like him.' |
| 4. Mĩ́nã̀ mɛ̃ĩ komɛ̃ĩ yɛ dzɛ́mɛ̃̍. | 'I have seen some people here.' |
| 5. Nĩ́biì komɛ̃ĩ dzẃre gbɛ́̍ lɛ̀ nɔ̃. | 'There are things lying on the road.' |
| 6. Onã nĩ́biì komɛ̃ĩ yɛ gbɛ́ lɛ̍́ teŋ̀? | 'Did you see things in the middle of the road?' |
| 7. Égbȧa nĩbii̍ fɛ̃ɛ̃ nĩ àfeé lɛ̀. | 'He doesn't tell all that he went through.' |
| 8. Eŋã́ mɛ̃̀ĩ fɛ̃́ɛ̃ nĩ bà dzɛ́mɛ̃̍ lɛ̍. | 'He greeted all the people who came there.' |

9. Tsei fɛ̃́ɛ̃ wòɔ yibíɨ. 'All trees bear fruit.'

10. Dzée tsèi fɛ̃ɛ̃́↘ woɔ yibíɨ. 'It isn't all trees that bear fruit.'

Drill 165. Repeat.

1. Mokomoko bɛ́ tsú̍ lɛ̀ miη. 'There is no-one in the room.'
2. Mokomoko bíkò lɛ nókó̍. 'No-one has asked him anything.'
3. Ebíkò mokomoko nókó̍. 'He hasn't asked anyone anything.'
4. Éηmã̍kò mokomoko gbɛ́ɨ. 'He hasn't written anyone's name.'
5. Kaákɛ́̍ɛ mòkomoko. 'Don't tell anyone.'
6. Nókó̍nokó̍ gbaa ènãã. 'Nothing worries him.'
7. Ónokó̍nokó̍ ekɔ̃́̍ɔ̃ mĩhĩɛ̃̀. 'Nothing you have makes me envious.'
8. Míkɔkò enókó̍nokò dã́ã̀. 'I have never taken anything of his.'
9. Kaábi mĩ̍ nokó̍nokó̍. 'Don't ask me anything.'
10. Kaáwɨe nokó̍nokò he. 'Don't complain about anything.'

## LESSON FIFTY NINE

### Blɔfóηmé̍ bi 'The Pineapple Child'

Be kó lɛ́̍ dzée nũ̀ũ ko nĩ yɔ́ɔ̀, nĩ eyɛ ηã nĩ́ fɔɔ↘.

'Once upon a time there was (lit: was not) a man, and he had a wife who was barren

Eyaηɔ̃ ηã ḱlok̍lo, obláyòo kó,

He went and took another wife, a younger woman,

ʃĩ́ lɛ̀ hṹ èfɔ́ɔ↘.

but she too proved barren.

Gbĩ kó lɛ́̍ nṹũ lɛ̀ eηã nṹkpa lɛ̀ tee ηmɔ̃ mĩη amɛ̃́yafò blɔfóηmé̍.

One day the man and his senior wife went to the farm to cut pineapple.

ʃĩ́ b̀lɔfóηmé̍ lɛ̀ bo waa ákɛ́̍, "Kaáfò mĩ, kaáfò mĩ. Kɛ́ ofó̍o mĩ̍ lɛ́̍,

But the pineapple shouted out, "Don't cut me, don't cut me. If you don't cut me,

mahao bi." Yoó lɛ́̍ efó̍o lɛ̀. Kɛkɛ nĩ

I will give you a child." The woman did not cut it. And b̀lɔfóŋmɛ̀ bibìóo nĩ mã̀ emãsɛí lɛ̀ tsɔ̃́

a little pineapple nearby turned

biyòo. ʃĩ́ nũ̀ṹ lɛ̀ kɛ eŋã́ lɛ̀ wo ʃĩ ákɛ̍́

into a baby girl. But the man and his wife promised that

àmɛ̃́gbàŋ̀ mokomoko

they would not tell

hénĩ èdzɛ. Nĩ́ àmɛ̃ kɛ gbékɛ̃̍ lɛ̀ ba ʃĩ́̍ã lɛ̍,

anyone where she came from. When they brought the baby home,

obláyòó lɛ̀ bɔ̃́ĩ̍ bimɔ̃̍ nĩ atsɔ̃̍ɔ̃ lɛ̍́ henĩ èdzɛ,

the young woman began asking to be told where it came from,

ʃĩ́ àmɛ̃́tsɔ̃̍ɔ̃ lɛ̀. Obláyòó lɛ̀ gbá èwú lɛ̀ nãã aahṹ kɛ̀yafí

But they did not tell her. The woman pestered.

gbekɛ̃̍ lɛ̀ bada.

her husband even till the child was quite grown up.

Hewɔ́ lɛ̍́ nũṹ lɛ̀ gba lɛ,

Therefore the man told her,

nĩ ewo ʃĩ ákɛ̍́ ehã́ŋ̀ mokomoko álɛ̍.

and she promised that she wouldn't reveal it.

Gbĩ ko bénĩ nũ̀ṹ lɛ̀ kɛ eŋã nṹkpa lɛ̀ tee ŋmɔ̃ mĩ́ŋ lɛ̍́,

One day when the man and his senior wife went to the farm,

hɔ̃mɔ̃ bɔ̃́ĩ̍ gbekɛ̃̍ lɛ̍ yeli,

the child became hungry,

nĩ ebí ɛ̀nyɛ̃ fíɔ̀ lɛ̍́ nĩyɛ̀nĩĩ̍.

and she asked her step mother for something to eat.

ʃĩ́ yòó lɛ̍ efòo mĩ̀ŋ.

But the woman did not answer.

Kɛkɛ nĩ ekɛɛ́↘, "Edzí mĩmã̀mĩ́ yɛ̀ bíɛ̀ kṹ lɛ̍, ebaáhã mĩ̍ nĩ̍ĩ̍ mãye̍."

So she said, "If my mother were here, she would give me food to eat."

Kɛkɛ nĩ obláyɔ̀ó lɛ̍ hũ kɛ̀ɛ́↘, "Dzeé dzɛĩ!

And the young wife retorted, "Get away with you!"

Dzée b̀lɔfóηmɛ̍ bi kɛ̀kɛ dzí bò." Nĩ́ gbekɛ̃̍ lɛ̀ nũ énɛ̃ nɔ̃ηη pɛ,

Aren't you just a pineapple child?" As soon as the child heard this,

nĩ eyí ηmɔ̃̍ lɛ̀ mĩη gbɛ. Bénĩ èyaá lɛ̍

she set out for the farm. On the way

eefó, eelá: "Adene t́ree lài ke;

she wept and sang: "Adene would not fetch firewood;

Adene tsɛ́ɛ mĩ̀ gbɔ̃mɔ̃ bí; Adene tsɛ́ mĩ̀ blɔfóηmɛ̍ bi;

Adene would not call me a human child; Adene called me a pineapple child;

Adene hũũ, Adene." Obláyɔ̀ó lɛ̀ yí èsɛɛ,

Adene, alas, Adene." The young woman followed her,

ʃĩ́ gbekɛ̃̍ lɛ̍ waa↘. Enyɛ̃ kɛ etsɛ nã amɛ̃

but the child would not stop. Her parents saw them

nĩ amɛ̃yĩ èsɛɛ,

and pursued her,

ʃĩ́ èwáa↘ . Nĩ́ èʃɛ ηmɔ̃́ lɛ̀ mĩη pɛ́

but she did not stop. When she reached the farm

nĩ̀ etsɔ̃́ b̀lɔfóηmɛ̍.

she turned into a pineapple.

ʃĩ́ ètsɛ kpã́ ènĩne

But her father reached out

mĩη emɔ̃́ èyitswɛ́ĩ. Yitswɛ́ĩ lɛ̀ kpɔ́ wò edɛ̃ nĩ

and grasped her hair. The hair came off in his hand and ekɛbúà etsítsì nɔ̃. No dzí yìtswɛ́ì̍

he pressed it to his chest. That is the hair

nĩ yɔ̍̀ɔ̀ nũũ tsítsì nɔ̃́ lɛ́̍.

on a man's chest.

## LESSON SIXTY

### I. Nãkãĩ. 'that'

Nãkãĩ, as noun and adjective, can precede the head of its Noun Phrase or sentence, or follow the Verb or its other noun objects.

Drill 165. Repeat.

| | |
|---|---|
| 1. Nãkãĩ nũṹ lɛ́̍ ebà bíɛ́̍. | 'That man has come here.' |
| 2. Mĩ́kã̍nè nãkãĩ woló lɛ́̍. | 'I have read that book.' |
| 3. Nã́mɔ̃̀ wo lɛ nãkãĩ gbɛ́i̍ lɛ̍. | 'Who gave him that name?' |
| 4. Nãkãĩ wiémɔ̃̍ lɛ́̍ eηɔ̃̍ɔ̃ mĩnã̀ã. | 'I don't find that allegation very pleasant.' |
| 5. Kaáfėe nã̀kãĩ. | 'Don't do that.' |
| 6. Kaáfėe lɛ̀ nãkãĩ. | 'Don't do that to him.' |
| 7. Nãkãĩ mĩfeé↘. | 'That was what I did.' |
| 8. Ekɛɛ́ nã̀kãĩ. | 'He said so.' |
| 9. Nakãĩ ebí lɛ̀ kɛɛ́↘. | 'That was what his child said.' |
| 10. Éhĩ̍ĩ nã̀kãĩ. | 'That's no good.' |

### II. Nɛ̃kɛ̃. 'this'; 'such'

nɛ̃kɛ̃, 'this,' functions as an adverb or a nominal. In prehead position it is usually correlated with posthead nɛ̃́ɛ̃́ 'this'.

Drill 166. Repeat.

| | |
|---|---|
| 1. Nã́mɔ̃̀ wo lɛ nɛ̃kɛ̃́ gbɛi̍. | 'Who gave him a name like that?' |
| 2. Nã́mɔ̃̀ bú lɛ̀ nɛ̃kɛ̃́ mã̀má. | 'Who dressed her in such a cloth?' |
| 3. Mɛ̃́nĩ̀ tĩtĩ́ bò nɛ̃kɛ̃́. | 'What scratched you like that?' |
| 4. Mɛ̃́ɛ̃̀ba ebólɔɔ nɛ̃kɛ̃́. | 'Why is he shouting so?' |

5. Nɛ̃kɛ̃́ nũ̀ũ nɛ̃́ɛ̃̀ babí èʃĩ. 'This man came and engaged her.'

6. Nɛ̃kɛ̃́ yɛ̀lɛ nɛ̃́ɛ̃̀ kwɛ̃ɔ̃ oyá. 'This yam grows fast.'

7. Áfɔ̀lɔ nɛ̃kɛ̃́ tsèi nɛ̃́ɛ̃̍. 'These trees should be cut down.'

8. Obaásũ̀mɔ nɛ̃kɛ̃́ nũ̀ũ? 'Would you like such a man?'

9. Obaányɛ̃ nɛ̃̀kɛ̃́ gbekɛ̃̍biì? 'Can you cope with such children?'

10. Kaáfẻe nɛ̃̀kɛ̃́. 'Don't behave this way.'

III. Dzée 'not'

Dzée, a particle of negation, precedes the word, phrase or sentence it negates.

Drill 167. Repeat.

1. Dzée bò. 'Not you.'

2. Dzée lɛ̀. 'Not he.'

3. Dzée opàpá. 'Not your father.'

4. Dzée nã̀kãĩ. 'Not that way.'

5. Dzée nɛ̃̀kɛ̃́. 'Not this way.'

6. Dzée Tɛ̀tɛ feé↘. 'It wasn't Tetteh who did it.'

7. Dzée nokỏ. 'It's nothing.'

8. Dzée èskúù woló lɛ̀ nɛ̃↘? 'Is this not his textbook?'

9. Dzée b̀lɛoo obaáfẻe↘. 'Don't be slow.'

10. Dzée mã̀lemɔ̃̀ obaámãle. 'Don't tell lies.'

## LESSON SIXTY ONE

### Limited Verbs

Limited verbs are invariable in form (i. e. they do not occur with verb tense affixes and contonation patterns). They are:

| | | | |
|---|---|---|---|
| dzí. | 'to be' | yɔ́ɔ̀. | 'to have';'to be' |
| yɛ. | 'to have' | bɛ́↘. | 'to have not' |
| nĩ. | 'to be that' | nɛ̃́. | 'to be this' |

Drill 168. Repeat.

| | |
|---|---|
| 1. Nã́mɔ̃̀ dzí lɛ̀. | 'Who is he?' |
| 2. Mĩdzí òdraíva̍ lɛ́̍. | 'I am your driver.' |
| 3. Nɔ̃́nĩ èsumɔ̃ɔ̃ dzí blɔ̀mɔ̃. | 'What he enjoys is making noise.' |
| 4. Kofí nĩ̍. | 'It is Kofi.' |
| 5. Dzulɔ nĩ. | 'He is a thief.' |
| 6. Nã́mɔ̃̀ nĩ | 'Who is it?' |
| 7. Nũṹ lɛ́̍ nĩ gbo̍ lɛ̀ nɛ̃́. | 'This is the man who died!' |
| 8. Nã́mɔ̃̀ nɛ̃́. | 'Who is this?' |
| 9. Ómã̀mí↘ nɛ̃́? | 'Is this your mother?' |
| 10. Enĩ́tsũmɔ̃̀ nɛ̃́. | 'This is his current craze.' |

Drill 169. Repeat.

| | |
|---|---|
| 1. Áma̍ yɛ̀ ʃiká. | 'Ama has money.' |
| 2. Áma̍ hè yɛ fɛ́o. | 'Ama is beautiful.' |
| 3. Áma̍ yɛ̀ Gã. | 'Ama is in Accra.' |
| 4. Sãné lɛ̀ yɛ mĩŋ. | 'The story is true.' |
| 5. Mɛ̃́nsã̍ bɛ ʃìká. | 'Mensa does not have money.' |
| 6. Mɛ̃́nsã̍ bɛ biɛ́̍. | 'Mensa is not here.' |
| 7. Mɛ̃́nsã sã̏ne bɛ́ mĩ̏ŋ. | 'Mensa's case is not valid.' |
| 8. Té èyɔ́ɔ̀ tɛ̃ɛ̃↘. | 'How is she?' |
| 9. Etsũ yɔ́ɔ̀ biɛ́̍ lɛ́̍. | 'This is his house here.' |
| 10. Nã́mɔ̃̀ yɔ́ɔ̀ ʃiká. | 'Who has money?' |

## LESSON SIXTY TWO

I. Dialogue: Invitation

| | |
|---|---|
| A: Óyè níĩ̍ momo? | 'Have you eaten already?' |
| B: Daabí. | 'No.' |

| | |
|---|---|
| A: Hã́ wɔyaye̍ nokò mɔ́? | 'Let's go and eat something.' |
| B: Ényiꜜɛ̃↘ átswà. | 'What's the time?' |
| A: Nyɔ̃ηmã́ kɛ̍ enyɔ̃̀ kɛ fã́. | 'Twelve thirty.' |
| B: Wɔ́mɛ̃̍ nĩ wɔyà ηmlɛ komé. | 'Let's wait and go at one o'clock.' |
| A: Odzogbaηη. | 'Okay.' |

## II. Kɛ, 'and'; kɛ́. 'when'

(i) kɛ 'and' links words and phrases, coordinatively or subordinatively. Linked nominals remain noun phrases. Kɛ may link a series of verbs by replacing the nominal subject after the first in the series.

(ii) kɛ́ 'when, if' is an adverb introducing clauses in the sentence.

Drill 170. Repeat.

| | |
|---|---|
| 1. Ágbè Kofí kɛ̀ Kwaʃí. | 'Kofi and Kwashi have been killed.' |
| 2. Wɔnã hĩĩ́ lɛ̀ kɛ amɛ̃ηãmɛ̃́ lɛ̍. | 'We saw the men and their wives.' |
| 3. Eetsɛ́ mĩ̀ kɛ bo. | 'He wants you and me.' |
| 4. Kɔ̃́mĩ̀ kɛ kénã̍η ηɔ̃̀ɔ̃́↘. | 'Kenkey and fried fish tastes good.' |
| 5. Gbékɛ̃̍biì kɛ onṹkpai̍ fɛ̃ɛ̃ mìigbói. | 'Children and adults are both dying.' |
| 6. Enyã́ mĩhè kɛ mĩ́ĩ̀ʃɛɛ. | 'He welcomed me happily.' |
| 7. Kofí kɛ̀ lema fòlɔ tsó lɛ̍. | 'Kofi cut down the tree with an axe.' |
| 8. Mĩ kɛ lɛ baáwie↘. | 'I shall speak to him.' |
| 9. Okɛ síkle éwò tíi̍ lɛ̀ miη? | 'Have you put sugar in the tea.' |
| 10. Ámȧ kɛ̀ woló lɛ̍ efɔ̃̀ ʃĩ. | 'Ama has put the book down.' |

Drill 171. Repeat.

| | |
|---|---|
| 1. Sãné lɛ̀ gbɛ kɛ ʃwã́ mã̀ή lɛ̀ mĩη fɛ̃́ɛ̃. | 'The news spread all over town.' |
| 2. Kofí yè kɛ búà wɔ waa. | 'Kofi helped us a great deal.' |
| 3. Gbékɛ̃̍nũ̀ṹ lɛ̀ tũ kɛ tékė bu lɛ̍. | 'The boy jumped over the hole.' |
| 4. Wɔdzo foi kɛtee Gã. | 'We escaped to Accra.' |
| 5. Nũṹ lɛ̀ dzo foi kɛdzɛ Gã kɛbatsɔ̃́ biɛ̀ kɛtee Mãmpɔ̃η. | 'The man ran through here from Accra to Mampong. |
| 6. Tɛtɛ tsɛ́ Kòfí kɛ̀ba. | 'Tetteh called Kofi there.' |

7. Etsɛ́ àmɛ̃ kɛba. 'He called them here.'

8. Hĩĩ́ lɛ̀ tsṹ gbekɛ̃̍bii̍ lɛ̀ kɛtee. 'The men sent the children on.'

9. Kofí tsi̍ ʃĩnà̃ã́ lɛ̀ kɛgbeé ʃĩ̍. 'Kofi pushed the door down.'

10. Kofí kɛ̀hã́ mĩ̍. 'Kofi gave it to me.'

Drill 172. Repeat.

1. Mã́kɛ̍ɛ lɛ̀ kɛ́ mĩ̀ kɛ lɛ kpe. 'I shall tell him if I meet him.'

2. Kɛ́ ohĩɛ̃̀ tsɛ̃ pɛ́ nĩ oba̍. 'Come as soon as you wake up.'

3. Kɛ́ èmĩη éfũ̍ lɛ̍ éyaʃã̀ ηʃ͡ɔ. 'If he's angry let him go burn the sea.'

4. Kɛ́ bɔ̀ nĩ́ lɛ̍, té ɔ̀baáfe̍e tɛ̃ɛ̃↘. 'If it were you, what would you do?'

5. Esṹmɔ̃ɔ̃ nĩ àtsɛ́ɔ̀ lɛ kɛ́ ewɔ̀. 'He doesn't like being woken up when he is asleep.'

## LESSON SIXTY THREE

I. Linking Words

Other clause-linking and clause-initial words include:

| | | | |
|---|---|---|---|
| kó nĩ. | 'so that' | édzààkɛ̍. | 'because' |
| ʃĩ́. | 'but' | dza. | 'unless; except' |
| ákɛ̍. | 'that' | alóo. | 'or' |

Drill 173. Repeat.

1. Yaá nĩ ɔyabi lɛ̀. 'Go and ask him.'

2. Ekɔ́ èto kónĩ okanã̍. 'He hid it so that you wouldn't see it.'

3. Mã́ba̍ nĩ wɔyà amɛ̃ηɔ̃ɔ̃. 'I shall come so we can go to their place.'

4. Egbeé ʃĩ̍, ʃĩ́̍ epi̍laa↘. 'He fell down, but he didn't hurt himself.'

5. Etsɛ nĩ, ʃĩ́ ebu̍u lɛ̀. 'That's his father, but he doesn't respect him.'

6. Kɛɛ́mɔ̃ lɛ̍ akɛ̍ ènãmemɛ̃ĩ́ lɛ̍ ebà. 'Tell him that his friends are here.'

7. Bí lɛ̍ akɛ̍ èbaáyà ló. 'Ask him whether he will go.'

8. Eʃwá èhe ákɛ̍ èfeé nã̀kãĩ. 'He regretted doing that.'

9. Mĩ́gbè nãã hewɔ́lɛ̍ mĩ́ĩya̍. 'I have finished, and so I am leaving.'

10. Dzeŋ édɔ̀ hewɔ́lɛ̀ wɔ̀miiya ŋʃɔ́ lɛ̀ nãã. 'It's hot, so we are going to the beach.'

Drill 174. Repeat.

1. Kofí eya̍a↘ édzàákɛ̍ èbɛ́ hèwalɛ. 'Kofi didn't go, because he wasn't well.'
2. Mĩbu lɛ fɔ́, édzàákɛ̍ èsãne édza̍a↘. 'I gave judgment against him, because he was wrong.'
3. Ehã́ŋ̀ bo, dza obí lɛ̀. 'He will not give it to you unless you ask him.'
4. Dza mĩtee. 'I had better be going.'
5. Wɔyéŋ̍ nĩĩ̍, dza óbà. 'We won't eat until you come.'
6. Énũ̀, áloo èkɛ́kpa èhe. 'Should he drink it, or rub it on his body?'
7. Mĩ́tsɛ mĩfɔ̃̀, alóo mĩ̀kɛ́kè lɛ. 'Should I throw it away, or give it to him.?'
8. Okɛɛ́ eba̍, áloo èba? 'Did you say 'he has come' or 'he came'?'
9. Ékȯ lɛ̍ mã́ba̍. 'I may come.'
10. Ékȯ lɛ̍ dzée ènɔ̃́ nĩ̍. 'Maybe it doesn't belong to him.'

### II. Aspects of Negation

(i) A Noun Phrase of Noun plus Indefinite Adjective, ko, when reduplicated, has a negative signification and occurs with a negative verb.

e. g. hékȯ. 'somewhere'; hékȯhekȯ. 'nowhere'

gbĩko. 'one day'; gbĩkogbĩko. 'never'

(ii) A few adverbs occur only with negative verbs:

dɔ̃́ŋŋ. 'not again; never'

kɔkɔɔkɔ. 'not at all; never'

Drill 175. Repeat.

1. Hékȯhekȯ edzɔ̍kɔ̀. 'There is no peace anywhere.'
2. Kaa̍bi mĩ̀ Kofí kò Kofí kò he sãne. 'Don't ask me about Kofi!'
3. Wɔwókɔ̀ lɛ gbɛ́ì ko gbɛ́ì ko. 'We haven't given him any name.'
4. Éya̍kɔ̀ hékȯhekȯ. 'He is around here somewhere.'
5. Wiémɔ̃̀ ko wiémɔ̃̀ ko éŋɔ̃̍ɔ̃ ènãã fe "kɔkɔɔkɔ". 'There is no word he is fonder of than 'never'.'

| | |
|---|---|
| 6. Ebáa dɔ̃ηη. | 'He doesn't come anymore.' |
| 7. Mĩ́bii lɛ̍ dɔ̃ηη. | 'I won't ask him again.' |
| 8. Kaáyà Koforídu̍a dɔ̃ηη. | 'Don't go to Koforidua again.' |
| 9. Ékp̍lɛ̃̀η kɔkɔɔkɔ. | 'He will never agree.' |
| 10. Kofí efe̍ὴ nãkãĩ kɔkɔɔkɔ. | 'Kofi will never do that.' |

## LESSON SIXTY FOUR

### I. Emphatic Personal Pronouns

A personal pronoun is emphatic when it occurs as the independent subject of a verb retaining the pronominal subject prefix, or as the independent possessor in a noun phrase retaining the possessive pronominal prefix.

Drill 176. Repeat.

| | |
|---|---|
| 1. Lɛ efeé↘. | 'It was he who did it.' |
| 2. Lɛ eʃiká nĩ̍. | 'It is his money.' |
| 3. Mĩ mĩkɔ́ wòló lɛ̍. | 'It was I who took the book.' |
| 4. Bo oηmã woló lɛ̀. | 'Was it you who wrote the book?' |
| 5. Ekɛɛ́ bò óya̍. | 'He said you should go.' |
| 6. Bo okɛɛ́ mĩ̍. | 'It was you who told me.' |
| 7. Bo okɛɛ́ òbaányɛ̃. | 'You asked for it!' |
| 8. Wɔ wɔmãη nɛ̃́. | 'This is our country.' |
| 9. Wɔ wɔbíi lɛ̀. | 'We will not ask him.' |
| 10. Esṹmɔ̃ɔ̃ nĩ wɔ̀ wɔ́ba̍. | 'He doesn't want us to come.' |

### II. Postarticles

(i) Postarticles are nominals which can immediately follow and qualify a closed noun phrase. They are invariable in form:

| | | | |
|---|---|---|---|
| dĩ́ɛ̃̀ηtsɛ. | 'self' | pɛ́. | 'only' |
| fɛ́ɛ̃. | 'all' | hṹ. | 'too, also' |

(ii) Postarticles also occur as adjectives in pronominal phrases.

Drill 177. Repeat.

| | |
|---|---|
| 1. Hĩĩ fɛ̃́ɛ̃ ꜜdrà. | 'All men are big.' |
| 2. Hĩĩ́ lɛ̀ fɛ̃ɛ̃ ꜜdrà. | 'All the men are big.' |
| 3. Eetsɛ́ nyɛ̃̀ fɛ̃́ɛ̃. | 'He wants all of you.' |
| 4. Lɛ dĩ́ɛ̃̀ηtsɛ ekɛɛ́ èesũmɔ̃. | 'He himself said he liked it.' |
| 5. Etsɛ dĩ́ɛ̃̀ηtsɛ kɛɛ́↘. | 'His own father said it.' |
| 6. Yoó lɛ̀ dĩɛ̃̀ηtsɛ kɛhã́ ꜜmĩ. | 'The woman herself gave it to me.' |
| 7. Kaáʃwa gbeꜜkɛ̃̀ lɛ̀ pɛ. | 'Don't blame the child alone.' |
| 8. Wɔ pɛ́ ɛ̀tsɛ́ɛ↘. | 'We were the only ones he didn't invite.' |
| 9. Ebínũ̀ṹ lɛ̀ hũ ebà. | 'His son too has come.' |
| 10. Wɔnã lɛ hṹ. | 'We saw him too.' |

## III. Gerunds and Cognate Nouns

Nouns formed from verbs function in sentences similarly to non-derived nouns and serve as subjects, objects as well as in possessive constructions.

Drill 178. Repeat.

| | |
|---|---|
| 1. Esũmɔ̃ɔ̃ wiémꜜɔ̃. | 'He loves to talk.' |
| 2. Gã wiémɔ̃̀ ηɔ̃ɔ̃́↘. | 'Ga is a pleasant language.' |
| 3. Blɔfó wìémɔ̃̀ wa. | 'English is a difficult language.' |
| 4. Amɛ̃bɔ̃́ĩ̀ lɛ sãnebímꜜɔ̃. | 'They started asking him questions.' |
| 5. Hĩĩ́medzꜜĩ lɛ̀ miitsɛ́ nyɛ̃̀ kpee. | 'The old men summon you to a meeting.' |
| 6. Amɛ̃fɔɔ Gã yaa. | 'They often go to Accra.' |
| 7. Gbɔlɛ miigbá ènãã. | 'His problem is age.' |
| 8. Oʃrã́ã akaꜜʃrãã wɔ̀. | 'May no accident befall us.' |
| 9. Ékpꜜa yɛ̀lɛyéli. | 'He has stopped eating yams.' |
| 10. Akɛ gbɔ̃mɔ̃gbelɔ éfꜜee nã̀ãnyo. | 'You don't make friends with a murderer.' |

## LESSON SIXTY FIVE

### I. Dialogue: Borrowing a Book

| | |
|---|---|
| A: Oyɛ woló lɛ́ ekò? | 'Have you got a copy of the book?' |
| B: ɛ̃hɛ̃́ɛ̃, ʃĩ́ èyɛ ʃĩ́ã̍. | 'Yes, but it's in the house.' |
| A: Obaányɛ̃ òkɛ́mã̀ mĩ kɛ́ ògbe nãã? | 'Can you lend it to me when you finish?' |
| B: Mĩ́kãne̍kò mĩ́tã̍kò kẃlaa. | 'I still have a lot of it left to read.' |
| A: Nókȯ bibìóo kɛ̀kɛ mĩ́táȯɔ mã́kwɛ yɛ̀ mĩŋ. | 'I only want to check a minor point of detail in it.' |
| B: B́lɛ́ bààkɔ ŋmɛ̀dzĩ nyɔ̃ŋmã́, kónĩ òkɛ́bà leébi̍ mãŋkpa. | 'Then come for it at 10, and return it early in the morning.' |
| A: Yoo. Óyìwala dɔ̃́ŋŋ. | 'Okay. Thank you very much.' |

### II. Adverbs

(i) Adverbs are mostly invariable in form and, within the Verb Phrase, follow the verbs they modify.

(ii) Usually, not more than 2 adverbs occur consecutively in the same verb phrase, in the order, Adverbs of (1) Manner (2) Quantity (3) Place (4) Time.

(iii) Some adverbs and adverb phrases can occur outside the verb phrase, at the beginning of the sentence.

Drill 179. Repeat.

| | |
|---|---|
| 1. Ebáa òyá. | 'He didn't come quickly.' |
| 2. Wiémɔ̃ b̀lɛoo. | 'Speak softly.' |
| 3. Kwɛ́ dzògbaŋŋ. | 'Take care!' |
| 4. Ewíeɔ̍ tsɔ̃. | 'He talks too much.' |
| 5. Ewíeɔ̀ pii. | 'He talks a lot.' |
| 6. Éhĩ̍ĩ kwlaa. | 'He is vicious.' |
| 7. Eyaáwi̍e yɛ̀ Tɛmã. | 'He is going to speak at Tema.' |
| 8. Mĩ́nã̀ ágbɛ̃̀nɛ̃́. | 'I have seen it now.' |
| 9. Ete ʃĩ ḿlã. | 'He woke up early.' |

| | |
|---|---|
| 10. Ebákò lólo. | 'He still hasn't come.' |

Drill 180. Repeat.

| | |
|---|---|
| 1. Mĩ́nã̍kò ékò dã́ã̀. | 'I haven't seen one before.' |
| 2. Mĩ́nã̀ã lɛ dáa. | 'I see him all the time.' |
| 3. Ebaa wɔŋɔ̃ɔ̃ dáa. | 'He visits us regularly.' |
| 4. Ebákò wɔŋɔ̃ɔ̃ pɛ̃́ŋ. | 'He has never visited us.' |
| 5. Ágbɛ̃̀nɛ̃́ ohe̍ oyè? | 'Now do you believe it?' |
| 6. Kpaáko↘ obaa? | 'Are you coming now?' |
| 7. Nyɛ̃́bà oyá wàa. | 'You've come rather early.' |
| 8. Ewíeɔ pii tsɔ̃́. | 'She talks too much.' |
| 9. Eféɔ enĩ́ĩ̀ blɛoo nã́ã̍kpa. | 'He is always very slow.' |
| 10. Mĩ́dzókò foi waa nɛ̃kɛ̃́ dã́̍ã̀. | 'I have never run so fast.' |

## APPENDIX

## NOUNS: DERIVATION OF PLURAL FORMS FROM SINGULARS

X = word or part of a word
Ṽ = nasal Vowel
N = syllabic Nasal
V ~ N = V or N
C = Consonant
Ø = zero suffix
* = Tonally assimilable
- = without

Tone and process symbols and abbreviations have the customary meanings.

1. Pl. = Sing. + / $\overset{*}{i}$ /

| | Singular | Plural |
|---|---|---|
| 'child' | bí | bíi̍ |
| 'ear' | toí | toíi̍ |
| 'thief' | dzulɔ | dzulɔi |
| 'language' | wiémɔ̃̍ | wiémɔ̃̀ĩ |
| 'sheep' | too | tooi (Orthog. toi) |
| 'pillow' | sṹne | sṹnei̍ |
| 'life' | wala | walai |
| 'law' | mlá | mlái̍ |
| 'lamp' | kãné | kãnéi̍ |

2. Pl. = Sing. + /o → e/ + i

| | | |
|---|---|---|
| 'tree' | tso | tsei |
| 'woman' | yoo | yei |
| 'person' | mɔ̃ | mɛ̃ĩ |

3. Pl. = Sing. {X /Ṽ́ ~ Ń/} - /Ṽ́ ~ Ń/ + $\underline{\overset{*}{\tilde{i}}}$

| | | |
|---|---|---|
| 'table' | okplɔ̃́ɔ̃, okplɔ̃́η | okplɔ̃́ĩ̍ |
| 'mosquito' | tɔ̃́ηtɔ̃ɔ̃, tɔ̃́ηtɔ̃η | tɔ̃́ηtɔ̃ĩ̍ |

| | Singular | Plural |
|---|---|---|
| 4. Pl. = Sing. + dzĩ | | |
| 'farm' | ηmɔ̃ | ηmɔ̃dzĩ |
| 'piece' | kúkù | kúkùdzĩ |
| 5. Pl. = Sing. + /o → e/ + dzĩ* | | |
| 'old thing' | émomo | émemedzĩ̍ |
| 6. Pl. = Sing. {X /V̍~N̍~Ǹ/} - /V̍~N̍~Ǹ/ + dzĩ* | | |
| 'castle' | mɔ̃́ɔ̃̍ | mɔ̃́dzĩ̍ |
| 'town' | mãη | mãdzĩ |
| 'monkey' | adṹὴ | adṹdzĩ̀ |
| 'corner' | kóη̍ | kódzĩ̍ |
| 'horn' | koη | kodzĩ |
| 'slave' | nyɔ̃́η̍ | nyɔ̃́dzĩ̍ |
| 7. Pl. = Sing. {X(Cə)LV} - /LV/ + dzĩ* | | |
| 'bird' | loóf̀lɔ̃ | loóf̀ɔ̃dzĩ |
| 'sore' | f́la̍ | fádzĩ̍ |
| 'bell' | ηmlɛ | ηmɛdzĩ |
| 'a red thing' | éts̀ru | étsùdzĩ |
| 'book' | wolo | wodzĩ |
| 'egg' | wɔlɔ | wɔdzĩ |
| 8. Pl. = Sing. {Xne} - /ne/ + dzĩ | | |
| 'story' | sane | sãdzĩ |
| 'engine' | tsɔ̃ne | tsɔ̃dzĩ |
| 'wing' | fĩne | fĩdzĩ |
| 9. Pl. = Sing.'kinship term'+ mɛ̃* | | |
| 'father' | tsɛ | tsɛmɛ̃ |
| 'woman: term of address' | awó | awómɛ̃̍ |
| 'wife' | ηã | ηãmɛ̃ |

| | Singular | Plural |
|---|---|---|
| 'sibling' | nyɛ̃mĩ́ | nyɛ̃mĩ́mɛ̃̍ |
| 'a proper name' | Mɛ̃ńsã̍ | Mɛ̃ńsã̍mɛ̃̍ |
| 'a proper name' | Kofí | Kofímɛ̃̍ |

10. Pl. = Sing. {Xmɔ̃} - /mɔ̃/ + dzĩ

| | | |
|---|---|---|
| 'debt' | nyɔ̃mɔ̃ | nyɔ̃dzĩ |
| 'hunger' | hɔ̃mɔ̃ | hɔ̃dzĩ |

11. Pl. = 'Person term' Sing. {Xmɔ̃} → {Xmɛ̃ĩ}

| | | |
|---|---|---|
| 'human being' | gbɔ̃mɔ̃ | gbɔ̃mɛ̃ĩ |
| 'who?' | nã́mɔ̃̀ | nã́mɛ̃̀ĩ |

12. Pl. = Sing. + bíĩ⃰

| | | |
|---|---|---|
| 'child' | gbékɛ̃̍ | gbékɛ̃̍bii |
| 'ant' | tsatsṹ | tsatsṹbii |

13. Pl. = Sing. -/X/ + bíĩ⃰

| | | |
|---|---|---|
| 'child' | abifáo | abifábii |
| 'thing' | nĩ́ĩ̍ | nĩ́bií |

14. Pl. by suppletion

| | | | |
|---|---|---|---|
| 'man' | nũũ | hĩĩ | 'men' |
| 'thing' | nɔ̃́ | nĩ́ĩ̍, nĩ́bii | 'things' |

15. Pl. = Sing. + 0

| | | | |
|---|---|---|---|
| 'dust' | mlu | mlu | 'dust' |
| 'shrimp' | sɔ̃ŋ | sɔ̃ŋ | 'shrimp' |
| 'coal' | ŋãĩ | ŋãĩ | 'coal' |

16. Plurals, no singulars

| | |
|---|---|
| hãã́ã̀dzĩ | 'twins' |
| mṹdzĩ̍ | 'dirt' |

17. Pl. = Sing. Xnyo - /nyo/ +

| | | | Singular | Plural |
|---|---|---|---|---|
| (a) | $\overset{*}{\text{i}}$ | 'soldier' | asráàfónyò | asráàfóɨ |
| | | 'farmer' | okwaafónyò | okwaafóɨ |
| (b) | $\overset{*}{\text{mɛ̃}}$ | 'a Ga' | Gãnyo | Gãmɛ̃ |
| | | 'an Ashanti' | Aʃãntényò | Aʃãntéꜜmɛ̃ |
| | | 'fisherman' | wolɛnyo | wolɛmɛ̃ |
| (c) | hĩĩ | 'corpse' | gbónyò | gbóhĩ̀ĩ |
| | | 'young man' | oblányò | obláhĩ̀ĩ |
| (d) | $\overset{*}{\text{bíi}}$ | 'rustic' | kosɛɛnyo | kosɛɛbíɨ |
| | | 'American' | Amérɨkànyo | Amérɨkàbíɨ |

## GLOSSARY

### a

| | |
|---|---|
| áà | ah; well |
| Aá | Madam |
| Ábà | girl's name (Thursday-born) |
| Abãŋ́ | name (3rd child after twins) |
| abɛ́ | proverb |
| abɛkú | left |
| abifao | babe-in-arms |
| Áblã | girl's name (Tuesday-born) |
| ablé | corn |
| Ablotsíri,<br>Ablotsíi | Europe |
| abó | refuge |
| abũĩ́ | needle |
| Ádè | clan name, male |
| Adeí | clan name, female |
| adékà | box |
| adesã́ | story; folk-tale |
| adṹ̀ŋ | monkey |
| Adzeí | clan name, male |
| Adzélè | clan name, female |
| Adzékàì | clan name, female |
| Adzétsòo | clan name, female |
| Adzɔ̀kɔ̀ | clan name, female |
| Ádzua | girl's name (Monday-born) |
| adzwãmã́ŋ | prostitution |
| áfi | year |
| Áfua | girl's name (Friday-born) |
| afuá | mist |
| Afútu | clan name, male |
| Ágo | name (2nd child after twins) |
| ago | velvet |
| agoo | a greeting (cf. amɛ̃ɛ̃) |
| agba | stall; shed |
| agbó | gate |
| agbo | big |
| aékoo,<br>anékoo | a congratulation |
| akeklé | headband |
| ákɛ̀ | that |
| áklátì | cactus |
| Ákoʃia | girl's name (Sunday-born) |
| Akúà | girl's name (Wednesday-born) |
| Akúɛ̀tɛ | boy's name (2nd of twins) |
| Akuɔ́kɔ̀ | girl's name (2nd of twins) |
| akutú | orange |
| akwadú | banana |

| | |
|---|---|
| Akwéle̍ | girl's name (1st of twins) |
| Akwéte̍ | boy's name (1st of twins) |
| akpakpá | pawpaw |
| Akpɔ́ | clan name, male |
| áloo, alóo | or |
| Áma̍ | girl's name (Saturday-born) |
| Ámã | clan name, male |
| amɛ̃ | they; them; their |
| amɛ̃ɛ̃ | a reply to a greeting (cf. agoo) |
| Amon, Amɔ̃η | clan name, male |
| amóɔ̀ | tomato |
| Ánãη | boy's name (4th in order) |
| Ánũm | boy's name (5th) |
| asɔ́ | gambling |
| asráàfónyɔ̀ | soldier |
| Aʃale | clan name, male |
| Aʃí | clan name, male |
| Ataá | term of respect for men |
| atĩ́ã̀ | cashew-nut |
| atṹã́ | defiance |
| atúù | a greeting |
| Atsɔi, Atswɛ́i̍ | clan name, female |
| atswrɛ́ | first |
| áwɔ̍̀η | a greeting |
| ayɛ́ | witch |
| Ayɔkɔ́ | clan name, female |

## b

| | |
|---|---|
| ba | to come |
| ba | to beg; to solicit |
| bã | to cut |
| baa | leaf |
| baá, baáa̍ | crocodile |
| baála̍bi | locust |
| bé | to quarrel |
| be | time |
| be | to be fully cooked |
| bénĩ | when |
| bɛ́ | to have not; to be not |
| bɛ́ | but; already |
| bɛ | to grip |
| bɛ́bɛ̍o | a kind of shellfish |
| bí | child |
| bí | to ask |
| bíbìóo | small |
| bíɛ̍ | here |
| blɛ | pipe |
| blɛoo | slow; softly |
| bodobodo, blodo | bread |
| blɔ́ | broom |
| bo | you (sg.) |
| bo | to shout |
| bo...toí | to listen |
| bólɔ̍ | to shout repeatedly |
| bɔ...mɔ́dɛ̃ηη | to persevere |

| | |
|---|---|
| bɔ...mɔ́dɛ̃ηη | to persevere |
| Bɔí | clan name, male |
| bú | hole |
| bú | to put on; to wear |
| búa̍. ye...búa̍ | to help |
| búu | mosquito-net |

## d

| | |
|---|---|
| dá | to race |
| dã́ | to pose |
| da | to be big; to grow |
| dáa | always |
| dáa̍ | mouth |
| dã́ã̀ | yet; before |
| dãã | drink |
| daabí | no! |
| dadé | iron |
| dãmɔ̃ ʃĩ | to stand |
| Dedé | girl's name (1st in order) |
| Deí | clan name, female |
| dekã́ | leisure |
| dɛ̃ | palm of hand |
| dĩ́ | to be black |
| dĩ́ηη | quiet |
| díoo | quiet |
| doḿ | to emigrate |
| dɔ́ktà | doctor |
| dɔ̃́ηη | never |
| draívà | driver |
| dró | to happen luckily |
| drómɔ̃̍ | boon; good fortune; generosity |
| dũ | to trap |
| dṹ̍η | darkness |

## dz

| | |
|---|---|
| dza | to be straight, correct |
| dzadʐé | to straighten |
| Dzãnĩ, Dzããnĩ́ | clan name, male |
| dzekɛ | to be far |
| dze...kpo | to go out |
| dzetsɛ́lèmɔ̃ | dawn |
| dzɛ | to come from |
| dzɛ́l, dzɛ́mɛ̃̍ | there |
| dzí | to be |
| dzidzé nã̀ã | to provoke |
| dzié kpȯ | to outdoor |
| dzo | to dance |
| dzogbaηη | well |
| dzoo | dance; dancing |
| dzɔ | to be cold, quiet, peaceful |
| dzɔɔ | valley |

| | |
|---|---|
| dzra | price; market |
| Dzú | Monday |
| Dzúfɔ̍ | Tuesday |
| dzṹne | jewelry |
| dzwɛi̍ | grass |
| dzwɛ̃η | to think |
| dzwɛ̃ηmɔ̃ | thought |
| dzẃre | to congratulate |
| dzẃremɔ̍ | a congratulation |

## e

| | |
|---|---|
| e | he, she, it |
| édz̀rɔ̃ | right |
| édzwɛ̀ | four |
| ékó̍ | some; one |
| ékòmé | one |
| ékó̍ηη | again |
| ékpàa | six |
| ékpakpa | good |
| énɛ̃ | this one |
| énũ̀mɔ̃ | five |
| ényi̍ɛ̃ | how much, many? |
| ényɔ̃̀ | two |
| éηɔ̍li | yellowish-green |
| éηmɔ̃̍mĩ | okra |
| éʃa̍ | evil; badness |
| étɛ̍ | three |
| étsùru | red |
| éwùlu | big |
| éyɛη̍ | white |

## ɛ

| | |
|---|---|
| ɛ̃́ɛ̃̀hɛ̃́ | no! |
| ɛ̃hɛ̃́ɛ̃ | yes! |

## f

| | |
|---|---|
| fa | to lend; to borrow |
| fã | root |
| faí | hat |
| Fãntényò | a Fanti |
| fã́ηη | clearly; lucidly |
| fe | to surpass |
| feé↘ | to do; to become |
| fɛ̃́ɛ̃ | all |
| fɛɛ́fɛo | beautiful |
| fɛ́i̍ | part; half |
| fɛ̃́né̍ | to untie |
| fɛ́o | beauty |

| | |
|---|---|
| fĩne | wing |
| fíò̍ | smaller; junior |
| fío̍o | a little; small |
| fíte | to spoil |
| f́la̍ | sore |
| f́la̍ | to greet |
| f́li̍ | to blow |
| flí | to buy or sell on credit |
| f́liki̍' | to fly |
| f́lɔ̍ | hole |
| fó | to weep |
| Fofó | girl's name (5th in order) |
| fɔ́ | to give birth |
| fɔ́...hḛ̍ | to wash |
| fɔ | to usually do |
| fɔ̃ | to throw |
| fɔfɔí | flower |
| fú | selfishness |
| fũ | stink |
| fuá | to embrace |
| fufɔ́ | milk; breast |

## g

| | |
|---|---|
| ga | ring |
| Gã | Ga; Accra |
| Gãnyo | a Ga |
| ǵli | to fly into a rage |
| googá | bucket |
| gówa̍ | guava |
| gɔ̃́g̍lɔ̃ | to swagger |
| gɔ́i̍ | to belch |
| gɔ̃η | mountain |
| gɔ́ɔ̍ | cemetery |
| gúgɔ̃̍ | nose |
| gṹmɔ̃̍ | to peel |
| gwá, (bɔ...gwá) | gang, company |
| gwábɔ̀ɔ | assembly |
| gwãηtɛ̃́η | sheep, lamb |
| gwao | to whip |

## gb

| | |
|---|---|
| gbá | to split; to tear |
| gbá | to branch off |
| gba | to narrate |
| gbéde̍ | to weaken |
| gbeé | dog |
| gheé ʃi̍ | to fall down |
| gbékɛ̃̍ | child; junior |
| gbéleɛ | to be dressed up |
| gbɛ́ | water-pot |
| gbɛ̣ | road |

| | |
|---|---|
| gbɛ̃́ | pimple |
| gbɛɛ́↘ | to sound |
| gbɛ́kɛ̀ | evening |
| gbĩ | day |
| ghĩ́η̍ | dry |
| gblãηη | strong (of smell) |
| gb́lɔ̍ | to rinse the mouth |
| gbogbo | wall |
| gboη | hip |
| gbɔ | guest; stranger |
| gbɔ | to age |
| gbɔbi | to hunt |
| gbɔ̃mɔ̃ | person; human being |
| gbu | to prick; to pierce |
| gbá...nã̀ã | to bother |

## h

| | |
|---|---|
| hã́ | to give; to let |
| hákṵ̍ | to yawn |
| hao | to worry; to pester |
| háu | girdle |
| hé | place |
| hé↘ | to buy |
| he | around, about |
| hee | new |
| hela | illness |
| helatsɛ | sick person; patient |
| héle...nɔ̃̍ | to take up; to respond |
| hénĩ | where |
| hetsélɛ̍ | convalescence |
| hewalɛ | health; strength |
| hɛ | waist |
| hɛηη | burning, vivid, intense |
| hĩ | to be good |
| hĩ́ɛ̃̀ | face; front |
| hĩĩ | men |
| hĩ́ηmɛ̍i | eye |
| hleηη | radiant |
| hoó↘ | to cook |
| hɔ̃lɔ̃, hlɔ̃ | shade |
| Hɔgbaa | Sunday |
| hɔ̃ɔ̃↘ | to sell |
| Hɔɔ | Saturday |
| hṹ | also; too |
| hulú | to jump |
| hũlũ | sun |
| huu | to wage (war) |
| hwãη | to sprain |

## k

| | |
|---|---|
| káà | car |
| kaá, kaáa̍ | crab |
| kabitii | very dark |
| kádi | to mark |
| káfu̍ | to praise; to flatter |
| Káı̍ | girl's name (3rd in order) |
| kã́ne̍ | to read; to count |
| kãné | light; lamp |
| káp̀lɛ | penny; coin; money |
| kasé | to learn |
| ke | to give as a gift |
| Kéta̍, Kéta̍a | Keta |
| kɛ́ | when; if |
| kɛ | and; with |
| kɛɛ́↘ | to say; to tell |
| kítã | oath |
| ḱlà, ḱrà | spirit; soul |
| klãη | wolf |
| klãηtè | cutlass |
| ḱloḱlo | other |
| Kodzó | boy's name (Monday-born) |
| kodzó | to judge |
| Kofí | boy's name (Friday-born) |
| komé | one |
| kóη̍ | corner |
| koη | horn |
| Kokale, Koóka̍àle | clan name, female |
| Kote, Kóɔ̀té | clan name, male |
| Kotei, Kótɛ̀í | clan name, male |
| kotokú | pocket |
| kɔ́ | to take; to pick |
| Kɔ́ı̍ | hoe |
| Kɔkɔ́ | girl's name (2nd in order) |
| kɔ́mĩ̀ | kenkey |
| kɔ̃ή, kɔ̃ήη̍ | shoulder |
| kɔɔ́yɔ̀ɔ | air; wind |
| kú | group |
| kúdɔ̍ | to guide |
| kuɛ | neck |
| kúkwɛ̍i | cooking-pot |
| Kũmã́se, Kũmã́ãse | Kumasi |
| Kúɔ̀kɔ́ | clan name, female |
| Kútɔ̀ɔ́kɔ̍ | clan name, female |
| Kwámì, Kwaámì | boy's name (Saturday-born) |
| Kwab́lã | boy's name (Tuesday-born) |
| Kwakú | boy's name (Wednesday-born) |
| kwakwé | mouse |
| Kwao̜ | boy's name (Thursday-born) |
| Kwaʃí | boy's name (Sunday-born) |
| Kweí | clan name, male |
| kwɛ́↘ | to look |
| kẃraa, kẃlaa | at all |
| kwɔ | climb |

## kp

| | |
|---|---|
| kpá | to stop; to fall off |
| kpã | a ceremonial dance |
| kpãã | string |
| kpaáko | only now |
| kpaanyɔ̃ | eight |
| kpákpa | good |
| kpawo | seven |
| kpe | to meet |
| kpɛ̃́ŋŋ | firm |
| kpĩŋ | cane rat |
| kpléìkpléi̍ | big |
| kṕleke̍ | to descend |
| kpó | 12-yard bale of cloth |
| kpo | courtyard |
| kpodziémɔ̃̍ | outdooring |
| kpókpo̍ | to shiver |
| kpóꜜŋ | fish hook |
| kpɔ́ | knot |

## l

| | |
|---|---|
| lá | blood |
| lá | to sing |
| la | fire |
| la | to dream |
| Lassév, Lasé, Laasé | clan name, male |
| laí | firewood |
| lálà | song |
| lamɔ | vapour |
| lamɔ̃ | dream |
| láò | bedsheet |
| le | to know |
| leébi̍ | morning |
| leí | tail |
| lɛ́ | the |
| lɛ | he, she, it |
| lɛ | to rear, feed |
| lɛɛ́↘ | to be wide |
| lɛkɛtɛɛ | broad |
| lɛ́te̍ | to eat sparingly |
| lígɔ̃̀lígɔ̃̀ | Praying Mantis |
| lílɛ̍i | tongue |
| lóo | or |
| loo | fish; meat; flesh |
| loó↘ | to gather up |
| loó̀flɔ̃ | bird |
| lɔ́lè | lorry; truck |
| lú | to confuse; to be confused |
| lúkutuu | portable; medium-sized; round |
| lɛlɛ | boat |

## m

| | |
|---|---|
| mã | to build |
| mã́le | to tell lies |
| mãmá | cloth |
| mãmĩ́ | mother |
| mãη | town |
| mãηkɛ̃ | night |
| mãηtsɛ | king; chief |
| méèti | driver's mate or assistant |
| méɔ̀ | sixpence |
| mɛ̃ | to wait |
| mɛ̃ĩ | people |
| mɛ̃́nĩ̀, | what? |
| Mɛ̃ńsã | boy's name (3rd in order) |
| mfonĩ́ĩ | picture |
| mĩ | I; me; my |
| mli, mĩη | in; inside |
| mlá | law; guts |
| ḿlã, mrã | early |
| mlé | underwater swimming or diving |
| ḿlɨ̃ | drum |
| mlu | dust |
| mó | well done! |
| moko | someone |
| mómo | already |
| moή | rather |
| mɔ́ | then; in that case |
| mɔ̃ | person |
| mɔ́bɔ̀ | mercy |
| mɔ́dɛ̃ηη | effort |
| mɔ̃nĩ́ | who |
| mɔ̃́ɔ̃ | castle |
| mṹ | to submerge |
| mũ | oil |
| mũ | to breathe |
| mṹdzɨ̃ | dirt |
| mũmɔ̃ | stomach |
| musú | taboo |

## n

| | |
|---|---|
| nã́ | to get |
| nã | to see |
| nã́ã̀ | Look! |
| nãã | mouth; edge |
| nãã | grandmother |
| nããnyo | friend |
| nãkãi | that |
| nã́mɔ̃̀ | who? |
| nãne | leg; foot |
| nạ̃nemɛ̃ĩ, nãnemɛ̃ | friends |

| | |
|---|---|
| nɛ̃́ | this is |
| nɛ̃, | to rain |
| nɛ́ꜜɛ̃ | this |
| nɛ̃ɛ̃hṹ | nine |
| nɛ́gbɛ̀ | where? |
| nɛ̃kɛ̃́ | this |
| nĩ́ | that; since |
| nĩ, | and |
| nĩ́ꜜĩ | thing; things |
| Nĩĩ́ | title: Chief, Elder; personal name |
| nĩĩ | grandfather |
| Nikoi, Nĩĩ́kwꜜei | clan name, male |
| nĩ́lèe | knowledge |
| nĩ́nꜜa | to catch up with |
| nĩne | hand; arm |
| nĩ́ηmằã | writing |
| nĩ́tsũmꜜɔ̃́ | work |
| nohewɔ | because of that |
| nókꜜo | something |
| nɔ̃ | on; upon; up |
| nɔ̃́fɛ̃ɛ̃nɔ̃ | everything |
| nɔ̃́nĩ | what; which |
| nɔ̃́ηŋ | immediately; precisely |
| Nʃĩã | boy's name (6th in order) |
| ntá | twin |
| nũ | water |
| nũ | to hear |
| nṹηtsɔ̀ | master |
| nũũ | man |
| nũṹmo | old man |

### ny

| | |
|---|---|
| nyɛ̃́ | to be able |
| nyɛ̃ | mother |
| nyɛ | yesterday |
| nyɛ | you (pl.) |
| nyɛ̃ | to hate |
| nyɛ̃...nɔ̃ | to press |
| nyɛ̃kwɛ̃́ | aunt |
| nyɛ̃mĩ́ | sibling |
| nyɛ̃sɛɛ | in the past; ago |
| nyĩɛ̃́↘ | to walk |
| nyɔ̃́ηꜜ | slave |
| nyɔ̃ηmã́ | ten |
| Nyɔ̃ηmɔ | God; rain |

### ŋ

| | |
|---|---|
| ηã́ | to greet |
| ηá | to close |
| ηã | wife |

| | |
|---|---|
| ŋaa | intelligence; skill |
| ŋãã, ŋã́ã́̍ | crab |
| ŋãĩ | coal |
| ŋkátɨɛ, ŋkɛ́tɨɛ | ground nut |
| ŋkpáɨ | libation |
| ŋkṹ | shea-butter |
| ŋ́lã̍ | to char |
| ŋ́leŋle | light; flowing easily (of fluid) |
| ŋlɛnɔ̃ | level |
| ŋoo | salt |
| ŋɔ̃ɔ̃́↘ | to be sweet |
| ŋʃc | sea |
| ŋʃɔsɛɛ | overseas |
| ŋwɛ̃ĩ | sky; up |
| ŋwɛ̃tɛ̃ŋwɛ̃tɛ̃ | stippled |
| ŋwlãmĩ | star |

## ŋm

| | |
|---|---|
| ŋmá | aroma; pleasant scent |
| ŋmã | to write |
| ŋmé | palm nut |
| ŋmee | thorn |
| ŋmɛ́ | kernel |
| ŋmɛ̃́nɛ̃̍ | today |
| ŋmiŋmi | panic |
| ŋmlɛ | bell |
| ŋmlɔ̃ | laughter |
| ŋmoŋ | tick; lice |
| ŋmóŋm̍lo | plank |
| ŋmɔ̃ | farm |
| ŋmɔ̃ | to laugh |
| ŋmɔ̃́ŋ̍ | new; fresh; green |

## o

| | |
|---|---|
| oblá | fashion; swagger |
| oblányò | lad; young man |
| odzo | fraud |
| of́lɔ̃̍ŋ | a kind of worm |
| ogboóle̍ | shark |
| ohá | hundred |
| ohé | showing off, ostentation |
| ohĩã́ | poverty |
| okadí | mark |
| okɛsé | fashion; chic |
| Okó | boy's name (1st of twins) |
| Okpotí | clan name, male |
| omɔ̃́ | rice |
| osɔ́ | fox; mongoose |
| osɔ́fò | priest; minister |

| | |
|---|---|
| oʃíkì | chance; lots; dice |
| oʃrã́ã | danger; accident |
| otsi | week |
| oyá | quickly |

## P

| | |
|---|---|
| papá | father |
| papa | fan |
| pása | to gossip |
| pɛ́ | exactly |
| pɛ́pɛɛpɛ | exactly |
| pilá | to wound |
| pii | a lot; much |
| pĩ́ŋ | to suffer |
| plé | a bird |
| ṕlɛ̀koó | nail |
| Pókòase | Pokoase |
| púè | to appear; to emerge |

## S

| | |
|---|---|
| sa | to befit |
| sã | nauseating smell |
| saá↘ | to repair |
| sãne | story; behavior; problem |
| sɛ̃́ | throat |
| sɛɛ | back |
| sɛ̃í | chair |
| sísà | ghost |
| sísɛ̃́ | to be for; to solicit |
| Sohaa | Friday |
| Soo | Thursday |
| Sówà | clan name, male |
| sɔle | to pray |
| sɔ̃́nɛ̀ | fox |
| sɔ̃ŋ | prawns; shrimp |
| sɔ́ŋŋ | a lot; altogether; only |
| sɔɔ | to catch (something in flight) |
| sre | to swim |
| sro | to be different |
| śrɔ̀to | different; various |
| sú | character; kind |
| su | to light |
| sũ | soil |
| sṹmɔ̃ | to serve |
| sũmɔ̃ | to love; to like |
| sṹne | pillow |
| súsù | to calculate |
| sɛkɛ́ | madness |
| sódaz̀fónyò | soldier |

## ʃ

| | |
|---|---|
| ʃabí | brother-in-law |
| ʃã́ká̍ | to embrace |
| ʃãʃã́ | girl's name (6th in order) |
| ʃãtã | to drag out |
| ʃélèη | shilling |
| ʃɛ | to arrive; to reach |
| ʃɛ̃́ | sugar-cane |
| ʃĩ́ | but |
| ʃi | occasion, instance |
| ʃĩ | down |
| ʃĩ | to fry |
| ʃía | sand |
| ʃĩ́ã̍ | house |
| ʃĩ́ã̀tsɛ | houseowner; landlord |
| ʃĩdaa | thanks |
| ʃiɛ́↘ | to preach |
| ʃiká | money |
| ʃikátsɛ̀ | rich man |
| ʃíkɔ̀ʃíkɔ̀ | hiccough |
| ʃĩ́nã̀ã | door |
| ʃĩ́ηη | still |
| ʃítɔ | pepper |
| ʃɔ | Wednesday |
| ʃɔ̃́ | a berry |
| ʃɔ̃́ηη | afar |
| ʃwãné | noon; afternoon |
| ʃwápò | store |
| ʃwɛ́ | to play |
| ʃwɛ́iʃwɛí | ragged |
| ʃwi | to be fat |
| ʃwié↘ | to dismiss |
| ʃẃre, ʃwere | to flourish |

## t

| | |
|---|---|
| tá | to sit |
| ta | war |
| tą́ | to chew |
| tã́ | to narrate |
| táo̍ | to seek |
| Táwi̍a | name (1st born after twins) |
| té...tɛ̃ɛ̃↘ | how? |
| te ʃĩ | to rise up; to wake |
| téd̍zi | ass; donkey |
| tee | went; gone |
| téle, t́re | to carry on the head |
| tɛ́ | stone |
| tɛlifóǹ | telephone |
| Tɛmã | Tema |
| Tɛté | boy's name (1st in order) |

| | |
|---|---|
| Tɛtɛ | boy's name (2nd in order) |
| tĩ́a̍ | to pile up |
| tita | gum |
| tĩtĩ́ | to scratch |
| títsɛ̀ | teacher |
| tiu | to pursue |
| tói | multiplication |
| toí | ear |
| tokotá | sandal |
| tóo | tax |
| too | sheep; goat |
| tɔ | bottle |
| tɔ | to be tired, full |
| tɔ̃́ | to err |
| tɔ́ke̍ | to mutter |
| tɔ̃́ŋ̀ | rainwater |
| t́rema | cowrie |
| trɔ́ | threepence |
| t́rɔ̃mɔ̃ɔ̃ | straight |
| tṹ | gun |
| túe̍ | to gush out |
| tṹmɔ̀, tṹmù | rubbish dump |
| tũŋ | red clay |
| tṹŋŋ | black |
| tṹŋtũ | directly |

### ts

| | |
|---|---|
| tsáke̍ | to change |
| tsé...nɔ̃̍ | to reduce |
| tsei | trees |
| tsese | ceremonial calabash |
| tsɛ́ | to call |
| tsɛ | father |
| tsɛkwɛ̃́ | uncle |
| tsɛ̃ŋ | beard; chin |
| tsi | sceptre |
| tsĩ | to block |
| tsĩã́ | to swagger |
| tsĩɛ̃́ | to wake up |
| tsĩnã́ | cow |
| tsĩ́ne̍ | to sneeze |
| tsítsì | chest |
| tso | tree |
| tso | to burn |
| Tsotso, Tsotsoó | girl's name (4th in order) |
| tsɔ̃́ | to pass |
| tsɔ̃́ | too much |
| tsɔ̃́mɔ̃̍ | to turn over and over |
| tsɔ̃mɔ̃ | to twist; to peel |
| tsɔ̃ɔ̃́↘ | to show; to teach |
| tsɔ̃ɔ̃́lɔ̍ | teacher |
| tsɔ́se | to train |
| tsṹ | to send |

| | |
|---|---|
| tsṹ | to work |
| tsũ | building; room |
| tsuí | heart |
| tsuru, tsru | red |
| tswa | to strike; to ring |
| tswéꜜi | moustache |
| tswέi | hair |

### v

| | |
|---|---|
| véveeve | loudly; insistently |
| voo | deep |

### w

| | |
|---|---|
| waa | a lot; very; well |
| waá, waáꜜa | snail |
| wala | life |
| wã́nè | doubt |
| waη | grey hair |
| waó | finger |
| welé | hide |
| wó | to lift |
| wo | honey |
| wo | to praise; to laud |
| wobí | bee |
| wolo | book |
| wɔ́ | tomorrow |
| wɔ | we; us; our |
| wɔ | to sleep |
| wɔlɔ | egg |
| wɔ́ꜜη | fetish, amulet, charm |
| wɔ́sɛ̀ɛ | in the future |
| wú | bone |
| wu | husband |
| wuɔ́ | chicken |
| wuɔ́gbɛ̀ɛ́mꜜɔ̃ | cockcrow |

### yw

| | |
|---|---|
| wére, ywére | to warm oneself |
| wié↘, ywié↘ | to speak |
| wiémꜜɔ̃, ywiémꜜɔ̃ | language; speech; word |
| wíri, ywíri | to row |

### y

| | |
|---|---|
| ya | to go |
| yáꜜa | fishing-net |
| yaa | confused |
| yaa éè | a response to a greeting |
| ye | to eat |
| ye búꜜa | to help |

| | |
|---|---|
| yei | women |
| yɛ | to be; to have; at |
| yɛlɛ | yam |
| yi | head |
| yi | to beat |
| yítsò | head |
| yóo | to recognize |
| yoo | woman |
| yooo | a response; okay |
| yoómo | old woman |
| yɔ́ɔ̀ | to be |
| yɔɔ | beans |
| yɔɔɔ | sluggish |
| yɔɔyí | a berry |
| yra | funeral; mourning |